SCHOOL OF THEOLOGY AT CLAREMONT
10017020410

PRIMARY WORSHIP GUIDE

JEANETTE E. PERKINS

The Library
of
Claremont
School of Theology

1325 North College Avenue
Claremont, CA 91711-3199
(800) 626-7820

Department of Religous Education
First Methodist Episcopal Church
Pasadena, California

PRIMARY WORSHIP GUIDE

PRIMARY WORSHIP GUIDE

Of Special Value to Schools Using the Closely Graded Church School Courses

A Bird's-eye View of the Three Primary Classes, Their Objectives, Discussions, Activities, and Memory Work, as Suggested in the Teachers' Textbooks; with Material for Worship Brought Together from Textbooks and Folders

Sample Worship Services and Related Story Material for Sunday and the Weekday

BV
1545
.B597
1929

PREPARED BY
JEANETTE E. PERKINS

264

THE PILGRIM PRESS
BOSTON CHICAGO

Theology Library
CLAREMONT
SCHOOL OF THEOLOGY
Claremont, CA

COPYRIGHT, 1929
SIDNEY A. WESTON

PRINTED IN THE UNITED STATES OF AMERICA
BY THE PLIMPTON PRESS · NORWOOD · MASS.

PRIMARY WORSHIP GUIDE

A WORD IN INTRODUCTION

In preparing this book the needs of the following persons have been kept in mind:

(1) The SUPERVISOR whose task is to help teachers to see beyond their own little groups and to understand the work of each class in relation to that of the entire department as well as of the whole school; who must often not only explain the theory set forth in the forewords of the Graded Textbooks but show how it may be carried into practice; who must be ready with references, suggestions and materials to aid a floundering teacher in carrying out plans; who must therefore have the contents of the courses in condensed form and know where to find related material.

(2) The SUPERINTENDENT who leads the children in worship and who would relate the worship to the thought and activities of each group. This *Guide* brings together such items from the three texts as will help her quickly to understand what each class is thinking about, what enterprises may be undertaken, what worship material has been suggested by the writers of each course, and in connection with what activities. Scripture, song, poetry, picture and story material, suitable for departmental services, is italicized in order to bring it immediately to her attention. In schools which have no weekday periods, the superintendent should know that such sessions are nevertheless provided for in the teachers' books, and that there is related story material there for her to draw upon in planning her worship services. Although it is understood that nothing in the textbooks is static or to be slavishly followed, the superintendent can find here what the textbooks recommend week by week, and will inform herself as to what selections and changes the teachers are making.

For the superintendent's further guidance there will be found a series of complete worship services (see *Section 2, Sample Worship Services*), which illustrate how the suggestions found in the Notes may be combined and the experiences of all three classes brought together in departmental worship. Most superintendents will prefer to make their own combinations, basing their selections on what they know of their groups' interests, and making use, as they see fit, of the related story material in *Section 3, Topical Stories for the Worship Service.*

(3) The TEACHER who, to teach intelligently, should know the objectives, materials and activities suggested for the grade below hers, that she may make use of the recall of stories and previous experiences, conserve what values have come from them, and build toward better understanding and richer experiences. She should also know the material offered for the grade ahead of hers, that she may better prepare her children for what is to come. Especially she wishes to know of enterprises which involve the interchange of interests and courtesies or mutual helpfulness between two or more classes, that she may be prepared for requests and suggestions when they come from other grades.

(4) The PIANIST who, to set the keynote for worship and to help the leader of the service most effectively, should know not only the music suggested for the courses and given, with sources, in the Notes, but should understand, through familiarity with the purpose and activities of each class, the reason for such suggested music. (See *Section 1, Notes,* and page 89.)

(5) The STORY-TELLER who, in weekday story hours or at parties, wants stories for entertainment which nevertheless have meaning. (See *Section 4, Stories for Parties or Weekday Story Hours.*)

For these individuals and for groups which are making these courses a basis for study, it is hoped that the *Guide* will be found a convenience.

CONTENTS

PAGE

Introduction xv

Section I. Notes on the Primary Courses

October: Sessions 1–4 3
Additional Worship Material 90

November: Sessions 5–8 13
Additional Worship Material 91

December: Sessions 9–13 20
Additional Worship Material 93

January: Sessions 14–17 28
Additional Worship Material 96

February: Sessions 18–21 37
Additional Worship Material 99

March: Sessions 22–26 44
Additional Worship Material 100

April: Sessions 27–30 51
Additional Worship Material 103

May: Sessions 31–34 58
Additional Worship Material 106

June: Sessions 35–39 65
Additional Worship Material 108

July: Sessions 40–44 74
Additional Worship Material 109

August: Sessions 45–48 80
Additional Worship Material 113

September: Sessions 49–52 85
Additional Worship Material 116

CONTENTS

PAGE

Section II. Sample Worship Services making use of suggestions from the three textbooks

Building a Worship Service 121
First Sunday in October 123
Second Sunday in November 125
Second Sunday in December 128
Second Sunday in January 131
Second or Third Sunday in February 133
Second Sunday in March 136
Third Sunday in April 139
A May Service for Worship and Fellowship 144
A Service of Worship and Fellowship, Second Sunday in June 148

Section III. Topical Stories for the Department Service

The First Sunday 155
Doing As They Pleased 158
Wind in the Olive Trees 162
When the Merrymakers Came 164
How Timothy Found His Place 168
When Tom Did Something Hard 171
The Prince Who Did Not Know He Was Needed . . 175
The Lonely Spring 178
Herman's Birthday Trip 182
When the Fresh Air Children Came 186
The Valentine Box 190
Two Stories About Fishing 194
The Enchanted Palace 196
"A Merry Christmas" 199
"This Is Christmas" 202
Christmas and the New Year in Kaba 206
The Sliding Place 209
The Prettiest Bowl 212
The Twins' Birthday 215
The Broken Flower-Pot 218
A Good Caretaker 221
Playgrounds 224

CONTENTS

PAGE

How Corwin Chose His School 230
First in Command 234
A Surprise for Three Boys 241

Section IV. Stories for Parties or Weekday Story Hours

The Baby Contest (in which the Yawn Fairy takes the prize 249
Why King Curmudgeon Changed the Laws (unselfishness versus selfishness) 254
The Mischievous Fairy (health) 260
When Santa Claus Needed Help 263
The Boy Who Didn't Need To Be Told 266
The Oak Tree School (tale-bearing) 272
Something Important (a puppy's valentine) . . . 276

Topical Index of Stories

Appreciation of Nature

Herman's Birthday Trip 182
A Surprise for Three Boys 241

Appreciation of Others' Contributions

The Lonely Spring 178
The Valentine Box 190
The Prince Who Did Not Know He Was Needed . . 175
A Surprise for Three Boys 241

Appreciation of Property Rights

The Prettiest Bowl 212
The Broken Flower-Pot 218
How Timothy Found His Place 168
When Tom Did Something Hard 171
Playgrounds 224

Care (helping God by taking care of oneself and others)

A Good Caretaker 221
The Sliding Place 209

CONTENTS

PAGE

The First Sunday 155
The Prince Who Did Not Know He Was Needed . . 175
Doing As They Pleased 158
When the Fresh Air Children Came 186
"A Merry Christmas" 199
"This is Christmas" 202
Christmas and the New Year in Kaba 206
Two Stories About Fishing 194
The Valentine Box 190

Christmas

"A Merry Christmas" 199
"This is Christmas" 202
Christmas and the New Year in Kaba 206
Wind in the Olive Trees 162
When Santa Claus Needed Help (Section IV) . . . 263

Easter (New Life at Springtime)

The Enchanted Palace 196
Two Stories About Fishing 194

Health

The Mischievous Fairy (Section IV) 260
When The Fresh Air Children Came 186

Humor (*See Section IV*)

New Year

Christmas and the New Year in Kaba 206

Obedience

Doing As They Pleased 158
When the Merrymakers Came 164
The Prettiest Bowl 212
First in Command 234
A Surprise for Three Boys 241

Owning Up

The Prettiest Bowl 212
The Broken Flower-Pot 218

CONTENTS

PAGE

How Timothy Found His Place 168
The Oak-Tree School (Section IV) 272

Peace and Goodwill

Christmas and New Year in Kaba 206
Playgrounds 224
The Twins' Birthday 215
When Tom Did Something Hard 171

Perseverance — Industry

First in Command 234
A Good Caretaker 221

Self-Control and Self-Command

First in Command 234
The Prettiest Bowl 212
A Good Caretaker 221
Playgrounds 224
The Twins' Birthday 215
When Tom Did Something Hard 171
How Corwin Chose His School 230

Sharing

"A Merry Christmas" 199
"This is Christmas" 202
Christmas and the New Year in Kaba 206
The Valentine Box 190
The Lonely Spring 178
Herman's Birthday Trip 182
Playgrounds 224
The First Sunday 155
When the Fresh Air Children Came 186

Talebearing

The Oak-Tree School (Section IV) 272

Using One's Mind

The Boy Who Didn't Need To Be Told (Section IV) . 266

CONTENTS

PAGE

Valentine's Day

Something Important (Section IV) 276
The Valentine Box 190

World Friendliness

Christmas and the New Year in Kaba 206
The Valentine Box 190
The Prince Who Did Not Know He Was Needed . . 175
The Lonely Spring 178
Playgrounds 224
A Surprise for Three Boys 241
When the Fresh Air Children Came 186

Alphabetical List of Stories in Sections III and IV

"A Merry Christmas" . . 199
Baby Contest, The 249
Boy Who Didn't Need To Be Told, The 266
Broken Flower-Pot, The . . 218
Christmas and the New Year in Kaba 206
Doing As They Pleased . . 158
Enchanted Palace, The . . 196
First in Command 234
First Sunday, The 155
Good Caretaker, A 221
Herman's Birthday Trip . . 182
How Corwin Chose His School 230
How Timothy Found His Place 168
Lonely Spring, The . . . 178
Mischievous Fairy, The . . 260
Oak Tree School, The . . . 272
Playgrounds 224
Prettiest Bowl, The . . . 212
Prince Who Did Not Know He Was Needed, The . . . 175
Sliding Place, The 209
Something Important . . . 276
Surprise for Three Boys, A . . 241
"This is Christmas" . . . 202
Twins' Birthday, The . . . 215
Two Stories About Fishing . . 194
Valentine Box, The . . . 190
When Santa Claus Needed Help 263
When the Fresh Air Children Came 186
When the Merrymakers Came 164
When Tom Did Something Hard 171
Why King Curmudgeon Changed the Laws . . . 254
Wind in the Olive Trees . . 162

Stories for Older Primary and Junior Children

Playgrounds 224
Christmas and the New Year in Kaba 206
When Tom Did Something Hard 171
First in Command 234
A Surprise for Three Boys . 241

SECTION I

Notes on the Primary Courses Arranged by Months

Objectives, problems, discussions and activities proposed by the writers of the textbooks, with their suggestions for memory work and worship material.

(See also Chart for Ready Reference, beginning on page 280)

NOTES ON THE PRIMARY CLOSELY GRADED CHURCH SCHOOL COURSES

OCTOBER

General Objective of the Three Primary Courses

"To provide for primary children such opportunities for Christian living that their religious experience will be enriched, their concept of God as revealed by Jesus definitely expanded, their dawning realization of their place in God's kingdom developed, and their skill in Christian living increased."

Specific Objective of Course I and What Is Happening in the First-Grade Class this Month

Building on the experience of God's care gained in the beginners' department, Course I aims "to help the first-grade children to form habits of coöperation with God in order to make his care effective."

Sessions 1 and 2 take into consideration the newness and strangeness of the children's surroundings, and have for their more particular aim: "To help the children to think of their church school as a friendly place and to feel at home in it." They lead naturally, however, to the second group, which aims for the "habits of coöperation" mentioned.

Grade 1. First Week. Session 1. Finding Friendliness.

The children look at familiar pictures, talk about remembered stories, plan ways to help in the new room, and receive from and send thanks to the second grade for their welcome cards.

They hear about "The Boy with a Lunch," a boy who, though alone in a great crowd, found God's care all about him. Super-

intendent and teachers and older children today combine to make the new children feel that "the earth is full of the loving-kindness of the Lord" (Psalm 33:5b). The verse should be the expression of the children's feeling from this session, and connected with each bit of friendliness demonstrated. *It should be used in the worship service.*

For the midweek period a welcoming party given by the other grades is suggested, or a hike to discover God's care in nature (and incidentally to get acquainted). If a hike is taken, the children may find seeds with which to feed birds in winter, or pine cones on branches with which to decorate the primary room. (Gilding or silvering these is one of the pre-Christmas activities.)

An alternative indoor session is provided for and a realistic story given, "Charles' First Day at Church School," which *could easily be adapted for the worship service.* (See the First Sunday and Midweek Periods in Grades Two and Three and note the interrelation of activities of the three grades.)

Grade 1. Second Week. Session 2. What Jacob Found Out.

The children recall the friendliness shown them last Sunday and through the week. They start a class book, recounting these, or perhaps retelling last Sunday's story.

They hear another story about some one who thought he was alone — "What Jacob Found Out." The song "How Strong and Sweet my Father's Care" (*Songs for Little People*) is suggested.

The verse, "I am with you and will guard you wherever you go" Genesis 28 : 15a, Moffatt translation),[1] is connected with both Jacob's and their own experiences. *It and the song should be used in worship services.*

The welcoming party or hike may take place in the midweek period of this second week instead of last week. If there is an indoor session, there is work on the class book and dramatizing of stories heard in previous sessions.

[1] From, *The New Testament, A New Translation,* by James Moffatt. Published by Doubleday, Doran Company, Inc., New York. Used by permission.

Grade 1. Third Week. Session 3. "Stop, Look, Listen."

Thinking of and naming helpers who care for us and discussion of the story lead to knowledge that God shows his care through people and through helping us to think.

The story, "Stop, Look, Listen," has in it a song sung often enough for the children to learn it:

"Stop, look, listen,
Before you cross the street;
Use your eyes, use your ears,
And then use your feet."

(Music in *Song and Play for Children.*)

The midweek material has a story, "The Twelve Ducklings," which tells of a family of ducklings who were saved from danger through obedience to their mother's instructions. (God's care is made operative by obedience to those who represent his law.) At this session the children may make floating ducks to help them retell the story at home.

Folder 3, page 6, carries a poem suitable for the worship service.

Grade 1. Fourth Week. Session 4. A Boy Away from Home.

The "knowledge" sought is thus stated, in terms of the child: The rules of health are God's rules. Parents and teachers are his helpers and show us these rules. When we obey them we are helping God to take care of us. If we do not, he cannot care as he would.

There is discussion of a boy who plays in wet leaves endangering health "because the other boys do it," and the story of Daniel, who helps God to keep him well while he is away from home. The children tell all the health rules they know and start to make a health picture-book for those who do not know them.

The verse, "Children, obey your parents, for this is right," is suggested, to connect with the story and discussion.

In the midweek period the children select pictures illustrating health rules, discuss and start scrapbooks for children who do

not know the rules. The story, "The Disobedient Dicky-bird," is of a dicky-bird who couldn't grow strong because he wouldn't eat sand as his mother taught him.

Folder 4, page 5, has a health prayer in verse, suitable for the worship service.

[*See page 90 for worship material not otherwise mentioned in these Notes but related to this month's work.*]

Specific Objective of Course II, and what is Happening in the Second-Grade Class This Month

Course II aims "to build on and to enrich previous religious experiences of the children, by helping them to meet in a Christian way opportunities for responding to need and accepting responsibility." Through such responses the course should help these boys and girls "to achieve a vital fellowship with God."

The second-grade children have for their immediate problem welcoming the new first-grade children, helping them to feel that "the earth is full of his loving-kindness." From this they proceed to other problems: Can we help take care of our room? What can we do? In what other ways can we help our Sunday school and church? Thus, opportunities to "extend the fellowship of the group to newcomers," to "give of their money and their efforts in caring for the church," "to contribute to the happiness of their group" and "to participate in the work of relief of the church" start the children in these first four weeks toward the accomplishing of the objective for the year. The first four sessions comprise just half of the first teaching unit which aims "to give the children through experience a broader knowledge of the many phases of the work of the church and the desire and ability to participate in each phase."

Grade 2. First Week. Session 1. Welcoming the New Children.

The question for immediate consideration is How can we make the new first-grade children feel at home? A song is supposed to have been learned in September to welcome the newcomers. *The superintendent should know this song and find*

out just what the class is planning to do, and provide for it in her program on this or next Sunday.

During their class session the children review last year's work and discuss ways of showing friendliness to newcomers. They make a welcome card and present it.

They hear a story of second-grade children who gave a welcoming party, which suggests the midweek activity.

Folder 1 carries the story, "Mary and Martha Welcome Jesus," which is suitable for the worship service.

Grade 2. Second Week. Session 2. A Boy Who Helped in the Church.

The song, "Enter Into His Gates" (Carols), is suggested. A picture of one's own church, and of children caring for their room, starts discussion of how these children can help care for theirs. *The superintendent should be prepared to receive graciously the help they decide to give both before and after the session. She should be ready with further suggestions, e.g., that certain pictures need mounting, vases need filling.*

The story is of Samuel helping in the church. The suggestion is made that the room needs decoration and the children mount pictures or make a chart for this purpose.

In the midweek period the children may take a trip to get leaves or flowers to decorate the room, or the welcoming party may come this week.

A story is given which might be suitable for next Sunday's worship service, in appreciation for the gift of decoration. It is a better one, however, to start the enterprise. Children plan to be at the church school early to help the superintendent.

Grade 2. Third Week. Session 3. Cheerful Givers.

These enterprises are suggested: 1. Planning to save money for a gift for the primary room. 2. Making some posters for the room. 3. Continuing enterprise already begun of caring for room.

A song suggested is "The Church" (Song Stories for the Sunday School).

The story is of the Israelites' tent-church and the gifts which the people brought to make it beautiful.

Connected with the story and activity is the verse:

"I was glad when they said unto me, Let us go to the house of the Lord." *Psalm 122:1.*

This should be used in the worship services.

For the midweek period the dramatization of last Sunday's story is suggested, and the story, "Marjorie's Dime" (which she shares to buy a picture for the church).

The superintendent should continue to count on the children to come early and stay late to help.

Grade 2. Fourth Week. Session 4. The Message of the Bells.

Caring for the room, saving for the gift, presenting the mounted pictures and posters and using the worship phrase are activities continued, and a new one, of starting bulbs for Thanksgiving, is suggested (for midweek period).

A new song, "The Church" (Songs for Little People), is added, and the questions discussed are: What is our church for? Are there any other ways in which we may take care of our room?

The story, "How Sam Learned the Message of the Bells," offers an answer to the first question.

The children write the story of what they are doing to care for the church. It is suggested that the minister be asked to the midweek session. If he comes, the children may dramatize the story, "Cheerful Willing Givers," for him and ask for more suggestions for ways of working in the church.

They write in their book, plant bulbs for a Thanksgiving surprise, and arrange autumn leaves for Sunday's decoration.

In Plan I the story is of a needy family helped through the efforts of a church-school class.

Plan II suggests contributing clothes to the Near East Relief or to a mission school.

[*See page 90 for worship material not otherwise mentioned but related to this month's work.*]

Specific Objective of Course III and What is Happening in the Third-Grade Class

Course III aims "to provide materials and to direct the group activities and life experiences of the third-grade child:

"First. That he may be led to appreciate the value of co-operative life, and to show his appreciation to those who have contributed to his happiness and welfare.

"Second. That he may come to a more vivid realization of God, the Father of all, and of his membership in the family of God.

"Third. That he may develop abilities and habits of reflecting upon and selecting new and better methods of conduct control, according to the Jesus way of living.

"Fourth. That he may develop attitudes of love and appreciation for Jesus, as one who reveals God's purposes to us."

Grade 3. First Week. Session 1. Showing Kindness to Strangers.

The immediate aim of the teacher is "to build on the work of the preceding years; to strengthen and make more vivid the realization that God is the Father of all, and to develop and direct attitudes of kindness and courtesy to playmates and strangers."

The problems suggested for consideration are: 1. How can we welcome the new children into our department? 2. How can we show kindness to friends, to strangers in school? In church school? 3. Why should we be polite and kind to strange children? 4. Is God the Father of all children everywhere?

The discussion recalls vacation experiences, possible loneliness or welcome when attending another Sunday school, the very first day of school or church school two or three years before and the feelings connected with it. The children make suggestions from their experience which will make the new children like the primary department. They talk about new children in school, on their street, in their apartment house; and remember that they all belong to one big family whom God loves impartially and wants to be happy.

They hear the story of the Syrian captain who was shown by his little Jewish captive maid that God loves and cares for all alike.

The verse, "Forget not to show love unto strangers" (Hebrews 13:2), starts a discussion of ways in which to show love to strangers during the week.

The phrase, "O Lord, thou art our Father," is used in the prayer, and should be used in the worship service. The song "Friends" is suggested. (*Worship and Conduct Songs for Beginners and Primaries,* Shields.)

The folder contains a story of the welcome a third-grade class gave to a new child from Syria. It suggests a party for a midweek session.

If this is not given until next week, the activity takes the form, in the midweek session, of preparing for the party; practicing games to exercise self-control and fair play, making favors for the new children.

The story, "The Party," in the midweek material, if not told then, would be suitable for the departmental service the following Sunday.

Grade 3. Second Week. Session 2. Working Together.

"For none of us liveth to himself" (Romans 14:7) is the verse which strikes the key-note of today's discussion and activities. The title is "Working Together"; the aim is "to aid the child in forming habits of working harmoniously in the group in the church school." Some of the children's problems in this connection are: listening when others are talking; helping others by refraining from interference; working on a task until completed; speaking one at a time. There are many activities suggested for practice in working with the superintendent, teachers, and others in regular duties and special enterprises. *The superintendent should find out just what form of help they plan to give, encourage and commend and be ready with new duties.*

The story is of the rebuilding of the walls of Jerusalem.

Stories suggested for the midweek period, in connection with the party, are "The Snails," in *Ethics for Children,* Cabot, and

At School with the Great Teacher, Perkins; "The Coming of the King," *The Golden Windows,* Richards; "The Gift of the Shining Stranger," *The Second Primary Book in Religion,* Colson, and *The Second Year Mayflower Program Book,* Perkins.

All three of these stories are suitable for use in worship services.

Grade 3. Third Week. Session 3. God's Beautiful World.

The subject is "God's Beautiful World." Possible enterprises suggested are: 1. Looking for the beautiful things about us. 2. Learning about God's beautiful world. 3. Thanking God for his good gifts to us. 4. Caring for the flowers and trees of the woods and parks.

The verse, "He hath made everything beautiful in its time" (Ecclesiastes 3:11), and "I will give thanks unto the Lord with my whole heart. I will be glad and exult in thee: I will sing praise to thy name" (Psalm 9:1, 2) should be used in the worship service today and on future Sundays.

The story is "A Shepherd Boy's Song" and brings in the praise verse.

The song "We Thank Thee" (Appendix B of the textbook), and the poem on Folder 3 are also worship material which should be used.

There are many activities suggested in connection with nature observations, including a hike in the midweek period. The superintendent should not fail to use this experience the next Sunday, to lead the children through it to worship.

The program suggested for an alternative for the hike suggests a praise song from *Melodies,* recalled from Course II, "The Lord hath done great things for us," and the use of nature pictures. *Instrumental music, "The Shepherd Boy," (Child Life in Music) Arnold, is suggested, which would be beautiful in the worship service.* (See page 54 of the teacher's textbook to see how it is introduced.)

Grade 3. Fourth Week. Session 4. Worshiping Together.

In connection with "Worshiping Together," the title given to this session, the teacher's aim is "to help the child in forming attitudes and habits of worshiping with the group, which shall lead to a higher type of conduct." The departmental worship service should surely be instrumental in helping her to accomplish her aim.

The discussion centers about the reason for the church and church school, about God's wish for his children to live rightly and what part worship has in helping us to do so.

The story is of Jesus' visit to the temple as a boy. There is brought into it Psalm 121 and the verse, "I was glad when they said unto me, Let us go into the house of the Lord." *Frequent use should be made in worship services of these verses.*

In the midweek period the children learn more about their local church. A trip to the auditorium is suggested, for study and appreciation of its furnishings, to hear the organ, and possibly to worship there. The story of the building of the local church brings it closer to their own lives.

Psalm 100 is printed on page 6 of Folder 4.

[*See page 90 for worship material not otherwise mentioned in these notes but related to this month's work.*]

NOVEMBER

NOTE: The textbooks of the three courses carry complete Thanksgiving worship services for the Sunday before Thanksgiving. Since these differ from each other they may, if desired, be used in a three-year cycle, thus avoiding repetition with any one class. In Courses I and II an entire departmental session is provided for Session 8, Sunday Period, with alternative suggestions for schools which wish class periods as usual. In Course III the worship service is found in Appendix A.

FIRST GRADE

Grade 1. First Week. Session 5. Listening, Remembering and Obeying.

It will be remembered that this is in a unit of teaching which has for its objective to help the children to form habits of remembering and obeying directions of those who represent God's care and of listening to conscience's prick. The discussion recalls the many helpers God has to show that he cares, the reminder, again, that *"the earth is full of his loving-kindness,"* and the song, *"How Strong and Sweet my Father's Care."*

The stories, "David and his King" and the rebus story in the folder, "Charles and the Mud Puddle," reveal another way God has of taking care by speaking to us in our thoughts.

"I will hear what God will speak" is the verse connected with the stories and discussion. Work begun last week on scrapbooks showing God's rules of health follows. (See Grade 1, Session 4.)

In the midweek period it is suggested that the children dramatize Charles' journey to school, which will bring out the problem of obedience to God's helpers and to right feelings within us.

The story of Raggylug (*How to Tell Stories to Children,* Bryant) is suggested, and work on scrapbooks continued.

Grade 1. Second Week. Session 6. Learning About God Through His Helpers.

A new unit of teaching is entered upon today, the objective of which is to help the children to experience fellowship with and love for Jesus, through sharing his work and making others happy for his sake. The story of Jesus and the children introduces it. The class impersonates the mothers and children in the picture and through the dramatization recalls the stories of Jacob, Daniel and David which Jesus might have used to illustrate God's care.

The verse *"Let the children come to me"* (Mark 10:14) is included in the story, and this and the song *"I think when I read that sweet story"* should be used in the worship service.

Provision is made in the midweek period for the children to deliver the health scrapbooks they have made.

The folder has two poems suitable for the worship service, "The First Children's Day" and "The Children's Friend," also found as a song in "Worship and Conduct Songs," Shields.

Grade 1. Third Week. Session 7. Enough to Go Around.

The children talk about their plans for Thanksgiving. Study of the picture, "The Children's Friend," leads to talk of what a little lad did for love of Jesus and the recalling of that story leads to a new one, "Enough to Go Around." Plans for sharing a Thanksgiving follow.

The folder contains the verses, *"Every good gift and every perfect gift is from above, coming down from the Father* (James 1:17) *and "Freely ye received, freely give"* (Matthew 10:8), *which should be used in the worship service.*

The suggestions for the midweek period are for the children to work on Thanksgiving surprises, such as place cards for family; also to help the second grade trim a basket.

Grade 1. Fourth Week. Session 8. Departmental Session.

A complete worship service is provided in the teacher's textbook.

Filling a Thanksgiving basket will probably be a departmental enterprise, and it is suggested that at the end of the period, the department deliver the basket. If this is impracticable and there is a class session, the first grade hears *"The King's Thanksgiving." This is a beautiful story for the worship service, as is also "Little Trot" (in midweek material).* If the basket is not being delivered in a midweek session, the children look over and discuss many pictures of Jesus' helpfulness and make up their class book. "The Story of Little Trot," if not told on Sunday, is suggested.

The folder contains music and words of a Thanksgiving song to use in the worship service, i.e., "Can a Little Child Like Me?"

[*See pages 91, 92 for additional worship material.*]

Second Grade

Grade 2. First Week. Session 5. Thanking the Heavenly Father.

The children will probably continue this month with the help they have been giving the superintendent to get ready for the morning session, and with their interest in beautifying the room. Also, they may have undertaken the filling of a box of clothing for some needy persons. The new activity started today relates to the planning, with the third grade, for the Thanksgiving worship program. In connection with this *a picture from Primary Set No. 2, "O Give Thanks Unto the Lord," is used; a song suggested, "The Lord Hath Done Great Things for Us"* (music and words of which are on the folder), and *the verse, "I was glad when they said unto me, Let us go to the house of the Lord," is repeated by the teacher. All of these should be included in subsequent worship services.*

Today these children may make a chart on which are pasted pictures illustrating what makes them thankful. *This may be shown later in a worship service.*

They hear the story of the dedicating of Solomon's temple, *which could well be repeated in a worship service sometime this month.*

In the midweek period as on Sundays they care for the bulbs which they are growing to beautify the room. The teacher frequently repeats the verse, *"Each little flower that opens," a verse or song suitable for the worship period.* They finish their scrapbook or poster and listen to a story in which a small child is able to tell a company of men from the far north who made the flowers and butterflies at which they marvel.

Grade 2. Second Week. Session 6. The Children of the Heavenly Father.

A second-grade child, according to a textbook suggestion, may come to the superintendent today to offer the contribution of the class to the worship service on Thanksgiving Sunday. *She should be prepared to welcome or perhaps even suggest this plan.*

The superintendent is again mentioned in the discussion, as telling the department when Missionary Sunday is coming. Let her not neglect in that part of the worship when the offering is taken, to explain for what it is to be used and to interest the department in the fields to which it contributes.

All of today's material has a missionary emphasis. The story is of a child who dreamed she talked with children of other countries. *The song, "God's Children Live in Many Lands,"* [1] *and the picture, "The Heavenly Father's Children," are both aids to worship,* especially in connection with a missionary offering service.

The folder contains a story of an ocean liner which carried two missionaries to their field, which will also be useful.

In the midweek period another missionary story is told, "Kgongo and the Doctor," and the children continue work on their enterprises of caring for the room and preparing for the Thanksgiving worship service.

[1] *Song and Play for Children.* Danielson and Conant.

Grade 2. Third Week. Session 7. Sharing the Feast.

Today is the day set for presenting to the department, during the assembly period, the gift for the room. *The leader should find out if this is to be done, and provide for it in the service.*

The discussion in class is about sharing at Thanksgiving.

The story is "Sharing the Feast" (Nehemiah 8:1–12), and *the picture by the same name could be used to encourage a departmental enterprise of Thanksgiving sharing.*

"The Children's Thanksgiving Hymn" [2] is printed in the Appendix of Course II. *A harvest song, "Summer Days are Ended," is printed on the folder and another, "For Peace and for Plenty,"* [3] *are other suggestions of Course II for the worship service.*

The class makes its plans for providing a Thanksgiving basket, and in the midweek period decorates the basket and works on other surprises, like stuffing dates, or making cards.

The story suggests how children, by their conduct, have it in their power to make Thanksgiving day pleasant for their families.

Grade 2. Fourth Week. Session 8. Thanksgiving Worship Service.

A complete Thanksgiving worship service is provided, as in Course I.

The poem, "We plough the fields and scatter the good seed on the land," is printed in the folder and may be read in any of the November worship services.

[See pages 91, 92 for suggested worship material not already mentioned.]

[2] Also in *Songs for Little People*, Danielson and Conant.

[3] *Song and Play for Children*, Danielson and Conant.

Third Grade

Grade 3. First Week. Session 5. Our Homes.

From problems centering in church activities, this class now passes to those centering in home and school. The teacher's aim today is " to strengthen the attitudes of appreciation and loyalty for family and home, and to aid the child in showing his love and appreciation through coöperation and cheerful obedience."

The Bible verse used is *" Honor thy father and thy mother,"* and the selection suggested as this class's contribution to the Thanksgiving service is *Psalm 100. This may enrich later November worship services.* The story is a realistic one of a family which shared responsibilities, and *the story given for the midweek period, " The Building of the Home," is suitable for today's worship service,* if your school has no midweek period.

A Thanksgiving song, " We Thank Thee," is printed in the Appendix. The midweek period provides for making simple gifts for fathers and mothers and younger children in the family.

Grade 3. Second Week. Session 6. Working Together at School.

Today the problems and activities deal with school life, aiming to deepen appreciation of teachers as good helpers, and to help form habits of working cheerfully with them and with classmates.

" Learn to do well" is the Bible verse used. The use of Psalm 100 is continued. A story is told about a " Boy Who Did Not Want to Go to School," and *a poem about teachers (on the folder) is read. This is suitable for similar reading in the worship service.*

The midweek activities suggested include writing notes or making gifts for teachers, and working on the Thanksgiving Psalm.

Grade 3. Third Week. Session 7. Sharing Gifts with Friends.

With the purpose of providing opportunities for appreciation of helpers and for friendly and coöperative sharing, the

teacher selects the enterprise best suited to her group. *The verse from the Bible is "For none of us liveth to himself."* The story (in the Appendix) is the same as in Course II, "Sharing the Feast," and the activities include making a chart of "Friendly Helpers," planning to share food at Thanksgiving and (in the midweek period) preparing and delivering the basket, working on the class's contribution to the Thanksgiving department program, and making simple decorations for the home. *The "Friendly Helpers" Chart can be used in a later worship service.*

Another song, "God's Work,"[1] *is suggested which may be used for worship.*

Grade 3. Fourth Week. Session 8. Thanking God for Good Gifts.

An entire worship program for this session is found in the Appendix of Course III, but the superintendent should know what contribution this class is to make toward it.

In the event of there being a separate class period, the problems suggested for discussion concern our money gifts as offerings to God. *The verse used is "God loveth a cheerful giver."* The discussion starts with the children's recent experience in sharing and deals with questions like: "Why have you brought money to Sunday school? Does God need money?" *This discussion, the story, "A Thanksgiving Gift," and the prayer would all be good material for the superintendent if she wished to build a worship service around the above problems,* and they are not otherwise used in class.

The folder carries a little prayer in verse which is suitable for worship at any time during the year. (This, set to music, is found in the Appendix.)

At the midweek period the children evaluate the worship service, or such part of it as they contributed.

[*See pages 91, 92 for additional worship material.*]

[1] *Carols.* Leyda Publishing Co.

DECEMBER

NOTE: There is given entire, in each teacher's textbook, a different worship program for Christmas Sunday (Sunday Period 12 in Courses I and II and Appendix A in Course III). These were planned to be used in a three-year cycle.

Christmas Pictures (See page 95.)

FIRST GRADE

Grade 1. First Week. Session 9. The First Christmas.

The children hear the story of the shepherds and study the picture. The angels' song, "Glory to God in the Highest," comes in the story, and the suggestion is made that the children make a song about the first Christmas, or a tune to the Gloria. *The superintendent should find out if a song is being composed and ask the class to contribute it to the Christmas program. Her suggestion may lead to the making of a song.*

On the folder is a charming Christmas song, "In Little Bethlehem," to use during the Christmas season. The folder also has a list of supplementary stories suggested for home telling, which will be of value to leaders to recommend to parents.

In the midweek period the story, "The Secret Gifts," may be told. This is the legend of St. Nicholas, who left his gifts in the dark long ago. The children hear the modern verses, "The Night Before Christmas," and, after acting the story, plan to play St. Nicholas for a neighboring child or other friend, leaving a stocking at the door and running away. Small stockings are distributed, and the children plan how they will fill them. *If there is no midweek session, "The Secret Gifts," told in the worship service, may lead to a similar project of the whole department.*

Grade 1. Second Week. Session 10. The Message in the Stars.

Plans for filling secret stockings are continued, and their delivery anticipated. The new story, "The Message in the Stars," gives more material for the original song. Gifts are made for mothers.

In the folder is Christina Rossetti's poem, *"What can I give him?"* There is a musical setting to this,[1] and *it may be used in December worship services as either a song or a poem.* The folder also has a list of Christmas poetry for the home.

In the midweek period the activities suggested are: planning a Christmas tree for a sick child; making Christmas tree decorations (silvering the cones gathered in the fall, and following patterns on Folder 11); making gifts; dramatizing stories; practicing songs; listening to a story about tree trimmings, "The Golden Cobwebs" or "The Silver Cones."

Grade 1. Third Week. Session 11. If I Had Been a Shepherd Boy.

If a song has been started the children complete it; they study all the Christmas pictures and dramatize one, or hear a poem, "If I had been a shepherd boy"; they report on the progress of the stockings they are filling, and make simple gifts for members of their families.

The folder carries a poem which may be used in the worship service as a song.[2]

In the midweek period gifts are completed and the Christmas tree trimmed.

Grade 1. Fourth Week. Session 12. Christmas Sunday.

A complete worship service is given for this session, but the leader should have consulted the class to know what contribution the first grade has to make to it.

[1] *Songs for Little People.* Danielson and Conant.

[2] Music found in *Song Stories for the Sunday School,* Hill.

On the folder is a poem, "Gifts," suitable for December worship services.

If there is a midweek period the group delivers its stockings, tree or other gifts.

Grade 1. Fifth Week. Session 13. The Birds' Christmas.

The children share the beginners' plans for giving the birds a Christmas tree, making baskets to hold seeds or crumbs.

The folder has an after-Christmas story, "The Story of the Shepherd's Son," suitable for telling in the worship service.

A Christmas party is recommended for the midweek period, but will, of course, be departmental. The other two courses provide for it in Midweek Period 12.

[*See pages 93–95 for additional worship material.*]

Second Grade

Grade 2. First Week. Session 9. Our Christmas Joys.

Christmas enterprises suggested for this grade, one or more of which may be undertaken today, are:

1. Planning to share Christmas joys with other children (making a book of Christmas stories and songs).
2. Working with the first grade to decorate a Christmas tree.
3. Making Christmas room decorations for the beginners or a day nursery or a mission kindergarten.
4. Solving the question, "How can I help my family to be joyful at Christmas?"

The song on the first-grade folder, "Wind in the Olive Trees," is mentioned in the second-grade material today.

The children talk over possibilities for "sharing Christmas joys" with others, and may decide to make a book according to plan 1. As second-grade children are already familiar with the story of the birth of Jesus, they listen to it today with the special purpose of retelling it for others. A book is probably started at this session.

In the midweek period they may make some room decorations *which the superintendent should bring to the attention of the department next Sunday.*

The story given in the material is *"The Jar of Rosemary,"* by Maud Lindsay, *which should be used in the worship service if not used otherwise.*

Grade 2. Second Week. Session 10. Shepherds on the Hillside.

The children discuss what part they can take in the Christmas service, and after hearing the shepherd story and studying the shepherd pictures undertake to memorize Luke 2:8–14. *The superintendent should use this passage in the department worship during the rest of December,* both because it is already loved and familiar material for all three grades, and because it will help in the second-grade memorization of it. Work is continued on the books.

For the midweek period, drill on the memory work is suggested, and posing like the Nativity pictures, as *"Away in a Manger"* is sung.

The discussion is about whether getting presents is what makes a child happy at Christmas, and the story is the German legend of Gretchen, who put her shoe trustingly on the windowsill on Christmas Eve and found inside it in the morning a crippled chickadee for her to nurse.

A song is suggested, "Carol, Children, Carol," which is suitable for any Christmas departmental activity. This is on Pupil's Folder 11.

Grade 2. Third Week. Session 11. Where Is He That Is Born a King?

The children continue their plans, and a new one, that of filling a Christmas basket for a family, is suggested. The story told is of the Wise-men.

The folder has a poem, "A Christmas Carol," suitable for the worship service.

In the midweek period, work on the chosen enterprises is continued and *the story of two peasant children who shared their Christmas treat with a weary neighbor is a "worship service story."*

Grade 2. Fourth Week. Session 12. The Christmas Worship Service.

A complete worship service for this Christmas Sunday is furnished, but the superintendent should have consulted the class as to its special contribution.

In the midweek period the second-grade children join in a Christmas party.

Grade 2. Fifth Week. Session 13. Everywhere Christmas.

This session introduces the class to children of other lands where Christmas may or may not be kept, connects their offerings with the Christmas spirit of good will, and provides for their evaluation of their Christmas experiences.

Songs suggested (both suitable for the worship service) are, "Our Father's Care," [3] *stanza two, and "Everywhere, Everywhere Christmas Tonight," on the pupil's folder. The folder also has a little prayer in verse with a world brotherhood thought.*

The children may wish to consult the superintendent about the destination of the birthday offerings. *She should enter into their plans for far-away friends.*

The Sunday and midweek material, as well as the pupil's folder, each include a story from a mission field.

[*See pages 93–95 for additional worship material.*]

Third Grade

Grade 3. First Week. Session 9. Christmas Joys.

A number of class and department enterprises are suggested in the Christmas material for this grade, embracing friends both

[3] *Melodies.* Leyda Publishing Co.

at home and in other lands. The emphasis in the stories for this month both in the teacher's textbook and the pupil's folders is on bringing the meaning of Christmas to those who have never known it.

The Bible verse for today is *"Behold I bring you good tidings of great joy which shall be to all the people"* (*Luke 2:10b*). *A choral is furnished in the Appendix, the words of which, by Martin Luther, are on today's folder. These may both be used in subsequent worship services.*

The story, "Iris' First Christmas," is of a Mexican child who learns what Christmas means.

The scene of the folder story, "Miss Anna's Christmas Party," is Korea.

In the midweek period familiar Christmas songs are revived and practiced, and the new one learned. As a motive for practicing them the Christmas departmental program is mentioned, and the possibility of singing carols in hospitals, or to shut-in members of the church. *The whole department should join in any such enterprise.*

Grade 3. Second Week. Session 10. Sharing Christmas Joys.

The children continue with Christmas plans, discuss stories and the angel's message which included *"all* the people," and study the picture, "Sharing Christmas Joys." Maud Lindsay's "The Story of Gretchen" is one to fill any group with the desire to bring happiness to other forlorn children. *If it is not used in class it should be told in the worship period.*

"O'Haru San's Christmas" is described in the story on the folder.

In the midweek material *two instrumental selections are suggested which are suitable for worship periods, "Joy to the World," "Circling the Christmas Tree."* [4]

Gift-making occupies the midweek session.

[4] *Worship Songs for Primaries,* by Adams.

Grade 3. Third Week. Session 11. The First Christmas Night.

One of the suggested activities is the memorizing of Luke 2:8–16. A part of this is identical with the second-grade selection, *an added reason for using this passage in the worship service.* There are four additional verses for the third grade.

The Christmas story from Luke is followed by study of Lerolle's picture, "Arrival of the Shepherds." The folder has a story of a Christmas in Holland.

Suggested midweek activities include many preparations for the Christmas party. *The superintendent or party committee should enlist this class's interest the Sunday before, suggesting the favors, decorations, game planning and other entertainment given as possibilities in this midweek material.*

A rich list of stories, games and songs for such a party is given on pages 115 and 116 of the teacher's textbook.

Grade 3. Fourth Week. Session 12. People of other Lands Honor Jesus.

World friendship attitudes are further encouraged by the enterprises suggested for this week's session, finding out how children of other lands are keeping Christmas and how much loved music, how many favorite stories and pictures and familiar customs have been given us by other races. Conversation around these subjects leads to the story of the Wise-men, who brought the first offerings of love from foreign lands. The folder story tells of how the legend of the good Nicholas of Greece has traveled to Holland and thence to us in America.

A complete service of worship for this session is furnished in Appendix A, but the leader should consult this class to find out what part it is planning to take in it.

The Christmas party is suggested for the midweek period.

Grade 3. Fifth Week. Session 13, Living As Jesus Lived.

"How should Christian boys and girls live?" "How did Jesus live?" "Who can help us live as Jesus lived?" — are

the problems about which today's discussion and story center, and the Bible verse for the child is the answer, "Whatsoever ye would that men should do unto you, even so do ye unto them" (Matthew 7:12).

The folder story is "The Flight into Egypt."

[*See pages 93–95 for additional worship material.*]

JANUARY

First Grade

Grade 1. First Week. Session 14. Finding and Practicing Jesus' Ways.

A new unit of teaching is entered upon in Session 14, entitled "Learning How to Care." The first three lessons have a subtitle, "Practicing Jesus' Ways." The discussion on this first Sunday starts with the recollection of Christmas joys, and God's love for the world in sending Jesus to us. *The verse is "God so loved the world that he gave his Son." The pictures of Jesus as a boy, which would be ideal as room decorations this month,* lead to speculation over what he must have been like as a boy. Little rules which he probably followed may be discussed, and the advisability as to making some little rules for the class. Some project is entered upon, designed to bring cheer to others or to give opportunity to "practice Jesus' ways." The superintendent should acquaint herself with the character of the project.

The folder contains some "Children's Beatitudes" which, introduced in some such way as suggested on pages 2 and 3, *may be used in the worship services.*

The midweek period continues the activities started or discussed on Sunday.

Grade 1. Second Week. Session 15. The Good Samaritan.

The story of the Good Samaritan is told and dramatized, and situations imagined of illness or confinement indoors, where children could bring cheer. The story and the verse on the folder suggest a new rule.

The midweek period is occupied with work on the project, probably to bring joy to sick friends. It may be making candy to sell, to earn a globe of goldfish, a plant or picture to lend to

one after another, for the period of illness. It may be making scrapbooks, hospital cards, puzzles or other gifts.

Grade 1. Third Week. Session 16. The Good Samaritan (continued)

The verse is "Go and do thou likewise." The suggestions for activity include studying pictures of Jesus performing acts of helpfulness; dramatizing situations in which children may be modern Good Samaritans; continuing work on the project; planning for an expedition to purchase the "loan." (See previous paragraph.)

Among the Emergency Stories in the Appendix of this book is *a story illustrating Good Samaritan-like acts, which is suitable for the worship service—"Queen of the Day." Another, "The Sliding Place," is also suitable and suggestive.*

In the midweek period, work on the enterprise is continued. An expedition to a store may take place. Alternative suggestions contain a story of an endless chain of Good Samaritan acts.

The folder contains the Bible story of the Good Samaritan.

Grade 1. Fourth Week. Session 17. His Friends Could All Depend on Him.

This Sunday introduces the second subdivision of the group entitled "Learning How to Care." The thought, discussions and activities connected with this unit extend through the spring. Since God's care can only be effective when each person can be depended upon to do his part in caring for himself and others, Dependability which makes Interdependence possible, is the keynote of the entire course.

Today's session, entitled "His Friends Could All Depend on Him," provides for study of all the pictures in the year's collection of Jesus healing and teaching, and brief story-telling, showing how he could always be counted on to help. This is followed by the naming over of all the people upon whom we must depend (like parents, doctor, etc.), leading to the discovery that we all have to depend on each other.

For practice in dependability, the children may be given today, or on some subsequent Sunday, individual boxes in which their own supplies (scissors, crayons, paste, pencil, etc.) are kept, and for which during the rest of the year they are to be entirely responsible.

The children may be drawing pictures today which will illustrate some ways in which they can be depended upon at home.

The midweek period offers another form of practicing dependability in the assignment of individual duties connected with the class work. A story, "Charles's Dream," shows what a topsy-turvy world it would be if we could not depend upon people.

Right habits and attitudes will be helped materially if the superintendent will depend upon this class more and more for certain forms of help, and see to it that the attempts are accompanied by satisfaction.

"Father in heaven, help thy little children," the second stanza of No. 1 in Songs for Little People (Danielson and Conant), is suggested as a prayer song to accompany lessons for this month.

Second Grade

Grade 2. First Week. Session 14. What Makes a Home?

Today the second grade, like the first, enters upon a new unit of teaching. This unit is called "Doing Our Part at Home," and the desired outcomes are listed as (1) Increased appreciation of parents and of other children in the family; (2) A desire to help at home and a clearer knowledge of how to help; (3) A realization that helping at home is a way of working with God; (4) Habits of helpfulness at home strengthened and broadened.

Today's discussion is on What Makes a Home? The story told is "How the Home was Built" (Maud Lindsay), and *the picture, "Home-Keeping Hearts are Happiest," is splendid for use in worship services built around the home.*

The suggestion is made for the formation of a club, the keeping of "I Help at Home" charts, and the selecting by the children of ways in which they will try to help at home. A name

for the club has to be decided upon, and a chart furnished for each child.

Other plans allow for the making, for other groups, of scrapbooks showing how these children can help in their homes.

The superintendent should study today's entire folder, to note the story, poems and verses suitable for use in the worship service, and to understand how the homemaker enterprise is introduced into the children's homes.

In the midweek period the children carry on plans for their Homemakers' Club. The learning of a song, "Home" (*Song and Play for Children,* Danielson and Conant), is suggested, and the preparing for a party at which to tell the first- and third-grade children about their club. A story is also given, "The Baby Who Learned to Be a Man."

Grade 2. Second Week. Session 15. Honoring Father and Mother.

The problems given for solution are: (1) Why should I work with my father and mother? (by obeying); (2) Am I a homemaker when I obey? (3) In what ways can I obey?

A song suggested which should be used in the worship services is "A Morning Hymn," second stanza (*Songs for Little People*).

The story given is on prompt obedience, "The Right Away Road," and discussion about obedience and the reasons for it lead to the use of the song just mentioned and the verses, "Children obey your parents" and "Honor thy father and thy mother."

The folder story, "How David Helped his Father," is suitable for the worship service.

In the midweek period provision is made for the learning of a song in the Appendix, "I'll Try to Mind," continuing work in preparation for a party or play, and for making broom holders for mothers.

The story given is "Bobbie's Ride," dealing with the problem of coming home promptly from school as a way of obeying.

Grade 2. Third Week. Session 16. Doing One's Best.

The purpose of this week's session is to help the children in finding a Christian solution of the problems: (1) When does a child help best? (2) How should I act toward my brother or my sister if they meddle with my things? (3) How should I treat their property?

The suggested procedure allows for drawing pictures of some way in which each child has helped at home during the week; marking the charts; recalling memory verses and naming the ways of doing one's part at home which the children have learned; starting stories for them to finish; and telling the story, "Three Bags of Money." (This is the parable of the talents, and stresses the importance of doing one's best.)

Material for the midweek period includes a story of a child who tries to be helpful but undertakes too difficult tasks. The picture study and conversation are around the question of property rights. Suggestions for gift making follow.

Grade 2. Fourth Week. Session 17. Remembering to Say Thank You.

The title is "Remembering to say 'Thank you,'" and *the verse, "It is a good thing to give thanks unto the Lord." This should frequently be brought into the worship service.* The story is "Jesus and the Lepers," and the picture studied, "A Man who Remembered to Give Thanks." The purpose of the suggestions is to help in answering problems connected with the children's prayer life and to give them practice in expressing gratitude through prayer.

Conversation brings out the many expressions of the love of God from which we benefit; the question, "Do you think he is pleased when we thank him?" leads to the story, and after discussion about the times for prayer it is suggested that the children start booklets for prayers of their own.

"A Prayer Sentence," from "Worship Songs for Sunday School and Home" (Primaries), Adams, listed today under "Materials," will be helpful in the worship service.

The midweek period offers practice in saying grace, when a lunch may be served. (The folder has two prayers which may be used for grace unless the children make their own prayers, which is advised.) *The midweek story is suitable for the worship service* in the event of there being no weekday class.

[*See page 96 for additional worship material.*]

Third Grade

Grade 3. First Week. Session 14. Obeying Our Parents.

"Obeying our Parents" is the title of this week's session, and the teacher's aim is given thus: "To strengthen the attitudes of love and respect for parents and to deepen the desire to cooperate in making a happy home through willing obedience and service."

Pictures of the childhood of Jesus are used, and others of Nazareth and the Galilee country. *These could be added to those furnished in Course I and used as departmental pictures during this month.*

The verses are recalled from Course II, and *should be worked into any worship service dealing with appreciation of parents.* They are: "Children, obey your parents in the Lord; for this is right"; "Honor thy father and thy mother."

The pictures and models of Oriental life suggested in this material should also be made available for the first grade. *This can be appropriately done in the assembly period.*

The telling of incidents in child life leads to the problem of obedience. Discussion of the reason for obeying follows.

An informally told story of Jesus' childhood is given in both teacher's and pupil's material. The folder also contains a poem which the children may dramatize in the midweek period.

Other suggestions for the weekday class are the making of New Year calendars for parents, discussion of incidents of obedience, a story, "Do as You Please," and the songs, "Happy New Year to You" and "A Happy New Year," *Songs for Little People.*

Grade 3. Second Week. Session 15. The City of Friends.

The problem of obedience is extended from the home to the community in the discussion of this week. "Why should I obey the laws of my town and community?" is the question which the activities should help to answer. The verses, "Whatsoever ye would that men should do unto you even so do ye also unto them" and "For none of us liveth to himself" are connected with the discussion. The following interesting activities are suggested. (The superintendent should find out which ones are selected, and be ready to offer her assistance.)

1. Finding out the laws which all should obey.
2. Visiting an official of the town for information, or inviting one to visit the class.
3. Conversation based upon the reason for the laws.
4. Making a chart showing laws which all should obey.
5. Suggesting better laws.
6. Forming a Good Citizens' Club.
7. Listening to a story, "The City of Friends."
8. Reading the folder story, "The City Wall."
9. Visiting or looking at pictures of public buildings, parks, policeman, officer of law, etc.
10. Recalling experiences with friendly workers, such as policemen or firemen, in preceding years, and the activities resulting in accepting individual and group responsibilities.

The story on the folder is suitable for a worship service.

In the midweek period the class works on whatever project is selected.

Grade 3. Third Week. Session 16. Obeying God's Laws.

The title, "Obeying God's Laws," tells us what angle of obedience is dealt with in this week's lesson. The ever present problems of many an older person — Why does God let people get hurt? Why does God let people get sick and die? Does God punish us in this way? Does God always love us? — are children's problems, too. The teacher has for her aim this week to help the children to understand something of the beneficence

of natural laws through realization that the world is governed by God through these laws, and to arouse within them the desire to work with God by learning and obeying his laws. Thus she may help them to find Christian solutions to the problems stated above.

From a review of last week's discussion of the necessity for rules or laws for a community, the teacher leads the children to the contemplation of natural laws as they know them — laws for the seasons, laws for growing, laws of electricity — which man must learn, in order to understand that they can be friendly. The story, "The House with the Green Shutters," is of a fire which destroyed a child's new home, and the child's misunderstanding about a God who could let this home burn. She learns that it was man's faulty wiring in the house that caused the fire, not God, and sees how his care is still manifest.

It is suggested that bulbs be planted, that the children may watch the processes of growth.

The folder carries a story which leads to a prayer of gratitude for friendliness and care. The verse on the last page is "Trust in the Lord and do good."

The midweek suggestions continue the discussion of God's laws and provide for painting jars for the bulbs, for hiking to a wood or park to observe nature, or for putting "The Seasons" song into a book.

Grade 3. Fourth Week. Session 17. Asking God for Gifts.

Prayer is the subject of this week's thought, and the teacher's aim is to help the child realize that God often says no to our prayers, and to lead him to love and trust God, even when his prayers are not answered as he desires. *Every Primary superintendent should study these lessons on law and prayer and make sure that her talks and prayers in the worship service reinforce this teaching.*

In the Appendix is an unusual story on the subject of unanswered prayer. She should know that such a story is furnished, should the need for it arise.

Today's suggested activities include conversation on prayer

problems, discussion of incidents illustrating prayer problems in the lives of children, and the making of a prayer. The story tells of King David cheerfully giving up his desire, when he was convinced that God did not wish it granted, and *the Bible verses on the folder today, as well as the poem, are worship service material.*

The Bible verses can be used antiphonally:

"Trust in the Lord with all thy heart."
"In thee do I trust."
"I delight to do thy will, O my God."

The poem is "Sometimes I Say an Extra Prayer,"[1] by Annie W. McCullough.

In the material for the midweek period is another story, on the kind of prayers to make, which if not used in the weekday class, may strengthen the teaching in the worship service.

[*See pages 96, 97, 98 for additional worship material.*]

[1] Songs for Little People.

FEBRUARY

Grade 1. First Week. Session 18. His Mother Could Depend on Him.

Practice in dependability receives further impetus through today's presentation of hypothetical situations for the pupil's solving; through a story in verse form, "His Mother Could Depend on Him"; and through the starting of a home project in dependability. The children may write notes today to take home asking to be given something new to do to show that they can be depended upon.

The prayer given should be used in the worship service, either spoken or sung:

"Father in heaven, help thy little children
To please thee ever in their work and play.
Help them to be truthful, gentle, kind and loving,
To be like Jesus, and follow him alway." [1]

The Bible verse on the folder is *"And Jesus advanced in wisdom and stature and in favor with God and man," which may be brought into the worship service in any talk about Jesus' boyhood.* The folder, too, contains the poem, "His Mother Could Depend on Him."

The midweek period continues the dependability practice already started.

Among the Emergency Stories in the Appendix is one on prompt obedience, which may be used in the worship service, and which would follow the thought also of the other classes this month. The story is "Coming, Mother."

Grade 1. Second Week. Session 19. Returning Kindness.

If the children took notes home last week, they will be reporting today on their reception, and how each is trying to show

[1] *Songs for Little People,* Danielson and Conant.

that he or she can be depended upon. Individual supply boxes may be fitted out today. The children recall the friendly acts of the other classes and plan a return of friendliness for Valentine's Day.

The Emergency Stories in the Appendix include one called "The Valentine Box." Use of this story in class is suggested as an alternative. *If it is not told in class, it is suitable for the worship service today.*

The verse on the folder is *"Even a child maketh himself known by his doings,"* and the duplicate of the cover *picture, "Busy Helpers,"* is in the picture set for Part 3. *These may both be used in worship services which aid to make helpfulness at home desirable.*

In the midweek class more valentine surprises are planned.

Grade 1. Third Week. Session 20. A Chance to Say Thank You.

If valentine gifts have been made they will probably be presented today.

The folder carries a story suitable for the worship service, if not used otherwise, "St. Valentine and the Pigeon." *The verse on the folder is "Love one another."*

In the midweek period there may be a party given by this class to the other classes, or work continued on another project. An attractive alternative is to prepare "live valentines" who, dressed in brown paper envelopes, will visit shut-ins in the neighborhood. The superintendent may be asked to assist by giving addresses where such calls would be welcome.

Grade 1. Fourth Week. Session 21. A Guest Room on the Roof.

Kindly treatment of guests is discussed, as a result of the party which may have taken place in the last midweek period. The story is "A Guest Room on the Roof," and the verse connected with it is *"Forget not to show love unto strangers," a verse to be used also in the worship service when "The Valentine Box" is told.* (See Second Sunday.)

Second Grade

Grade 2. First Week. Session 18. An Errand for Jesus.

Continuing the Home Helper project started in January, the problems which today's material is designed to meet are:

If I am to do an errand well, must I
(a) Listen carefully to directions?
(b) Remember to get what is wanted?
(c) Come back promptly?
(d) Carry packages carefully?

The Bible verse connected with the discussion is *Be ye ready;* the story told is "Peter and John Go on an Errand for Jesus," and the picture (not called by its name), *"The Last Supper."*

The folder has some verses on page six which could be used in a worship service built about helpfulness at home.

The midweek material contains a realistic story of a child who cheerfully and quickly did an errand in an emergency.

Grade 2. Second Week. Session 19. Love at Home.

One of the purposes of this week's sessions is to connect the expression of appreciation of and love for parents with the sending of valentines, while connecting the valentine sentiment with the desire for and practice of doing loving helpful deeds at home.

A song suggested is "When Days of February Come." [2]

After retelling of stories and discussion about the Home Helpers' enterprise, the suggestion is given for each child to make a family valentine saying "I love you."

A valentine story is furnished, "The Valentine Box." This is not the one mentioned in the first-grade material, which deals with appreciation of a foreign child's contribution, but tells of a child who cheerfully gives up his own plans for buying valentines in order to help his bird, his mother and his grandmother, thus acting out the loving message of a valentine.

The folder contains the story of the healing of the nobleman's

[2] *Songs for the Little Child,* Baker.

son, with the illustration of the lesson story, and a pattern for a valentine.

In the midweek period the children work on their play and complete their valentine plans. The question, "Do children have to be paid for doing their part at home?" is met by the *story "What Bradley Owed," a favorite story for use in the worship service.* The song "Useful in the Family," [3] is suggested in connection with the Home Helpers' project.

Grade 2. Third Week. Session 20. The Good Shepherd.

These lessons deal with the care of pets and the child's responsibility for them, and aim to develop an attitude of gentleness toward all animals.

The picture of the Good Shepherd is beautiful for decoration of the room. The story which it illustrates is given in today's material, and one of the activities suggested is the making of booklets, "Our Pets and How We Take Care of Them."

The folder contains verses about a child who shared her lunch with her pets. It also contains *the poem, "All things bright and beautiful," which should be used in the worship service, either as a song or repeated as verse.*

The midweek material carries the suggestion for practicing care of pets in the church by feeding the goldfish or a canary or petting a dog, brought to the church.

The story is of some children who wanted pets, but whose neglect of them during their mother's illness led to unhappiness and reform.

The activities suggested are working on the pet booklet, making final preparations for the Home Helpers' play, or (alternative) attending the first-grade party or coöperating with that class in the "live valentine" expedition.

Grade 2. Fourth Week. Session 21. Isaac and the Wells.

The fourth teaching unit in this course is entered upon today; *i.e.*, "Doing Our Part to Make a Happy School." Outcomes

[3] *Song and Play for Children.*

desired from this unit are friendly attitudes toward teachers; admiration for Jesus as our teacher; understanding acceptance of rules as necessary for coöperative living; greater self-control in avoiding quarrels, in caring for other children's property, in working with the school group; and an increased realization that when one works for the good of the group he is working with the heavenly Father.

Today the materials deal with the problem of quarreling. The story is "Isaac and the Wells," and the discussion centers about quarrels and how to avoid them. *The prayer verse suggested in the first grade material, "Father in heaven, help thy little children,"* [4] *should be used in worship services.*

The folder contains this verse, and also the song, "Friends," which is referred to in the material.

The midweek period is filled with the presentation of the Home Helpers' play; or, if this enterprise has not been developed, a review of stories through pictures is suggested, with games, songs and the completing of the scrapbooks of American home life.

[*See page 99 for additional worship material.*]

Third Grade

Grade 3. First Week. Session 18. Caring for the Property of Others.

The teacher's aim is to lead the child to realize more fully that respect for the rights and property of others is a part of God's plan for living, and to aid him in strengthening attitudes and habits of self-control with regard to property rights. Note the aid to the teaching of honest dealing: Honesty tests (on the folder); a story, "Robert's Bus Fare" (on the folder); *a story in the teacher's book, "Hans the Shepherd Boy" (a good worship service story if not used otherwise);* the Golden Rule; a picture of a child and a dog and some spilt milk, suggested list of activities providing opportunities for children to care for property belonging to others; discussion of concrete situations which stimulate thinking over problems of honesty.

[4] *Songs for Little People.* No. 1, *Second stanza.*

Grade 3. Second Week. Session 19. Learning to Tell the Truth.

Problems of honesty continue to be dealt with specifically in this and next week's lessons, the title of both being "Learning to Tell the Truth."

With the pictures of Washington and Lincoln before the class today, the story-picture, "Who Spilled the Milk?" and the story of "Abe's First Book," discussion centers entirely in truth-telling. The Bible verse is "Speak ye every man the truth with his neighbor," and one of the activities suggested is the decorating of this motto.

The folder story, "How Tommy Grew Brave," gives another instance of a child's telling the truth when it is hard.

The midweek material provides for dramatization of incidents or stories illustrating truthfulness, for making valentines for sick children, and for the planning of a party for mothers.

Three story suggestions ("The Broken Window" and "The Little Shepherd," Lindsay, and "Joey and the Ice-cream Bowl," Appendix, Course II, Part I), should help the superintendent in planning her worship services.

Grade 3. Third Week. Session 20. Learning to Tell the Truth.

The discussions of last week are revived, and three short stories on the folder are presented to the children to finish. Another longer story, "Ruth's Honor," on the subject of truth-telling, is printed on the folder, which also carries a picture of George Washington.

In the midweek session the children continue with plans for the mother's party, and in connection with this the dramatization of one of the stories on truth-telling.

Grade 3. Fourth Week. Session 21. Learning to Be Brave.

The suggested activities for this week's sessions besides those of listening to and discussing stories of courage, learning mottoes on bravery, and dramatizing stories of courage, are these timely ones: Making a roll of honor showing names and pictures of

Christian heroes; visiting a soldiers' home, or monument or memorial to national or local heroes; making gifts or writing letters to inmates of a soldiers' home or hospital. *If the roll of honor is made, the superintendent should ask to have it shown to the other children in the department. It may also be made the basis for a patriotic worship service. The verses "Be strong and of good courage" and "What time I am afraid I will put my trust in thee" should also be used in such a service; or the poem on the first page of today's folder may be read.*

The pictures mentioned, of Sir Galahad, Washington, Lincoln and Lee, should also be prominently displayed on screens and *one of the additional stories suggested, on courage, should be used in the service.*

Today's story is "How Cedric Became a Knight," and the folder story is "Ruth's Roll of Honor."

Many patriotic activities are suggested for the midweek period, all of which are designed to further appreciation of brave men and women. As an alternative a program is suggested of storytelling and of discussion of opportunities which children have to be brave. Both discussion and the suggested story dwell on the brave doing of everyday duties which seem uninteresting and unheroic. The verses on the folder, "Suppose," are along the same line.

The story is "Little Maid Hildegarde," which if used in the worship service would also follow the thought of Grade II in the Home Helpers' enterprise.

[*See page 99 for additional worship material.*]

MARCH

NOTE: In these Courses the Easter material is planned for use on the first Sunday in April. Each textbook carries an Easter departmental worship service, built on the experiences of the children of that grade. These can be used in rotation if desired. If Easter comes on another date than the first Sunday in April, both teachers and superintendent will adjust their material accordingly.

FIRST GRADE

Grade 1. First Week. Session 22. Guests.

Provision is made for the children to practice the hospitality which they have been discussing, to a guest invited to the class. *If it is the superintendent or supervisor who is a guest, she will help to give point to the story by telling it herself.* The story is "Elisha Returns a Kindness," following last week's, "A Guest Room on the Roof," and experiences by the children in which they have been finding ways of saying "Thank you." *The verse given last week, "Forget not to show love unto strangers,"* is applicable to today's entertaining of guests.

In the midweek period the "thank you" game and discussion are continued, and, if Easter is four weeks ahead, pre-Easter activities are started. *The superintendent should know the Easter plans of all the classes to advise and suggest, avoiding duplication and overlapping.*

Grade 1. Second Week. Session 23. The Lily's Message.

Through this and following weeks the stories and activities center about Easter as another time in the year when God's care is particularly evident, and which children can make happy for others.

The story today is "The Lily's Message"; the verse, *"Your heavenly Father knoweth that ye have need of all these things";* and the activity, starting work on Easter plans. (See page 100 for songs suggested in this year's material.) *The pictures, "The Sermon on the Mount" and "Spring," are beautiful for departmental use this month.*

The pre-Easter work is continued in the midweek period.

Grade 1. Third Week. Session 24. The Birds' Message.

The story is "The Birds' Message," the verse, *"Your heavenly Father feedeth them,"* and work started is continued. *The folder contains words and music for an antiphonal song which the children will enjoy using.*

The midweek material provides for further Easter preparations and contains a story useful when the problems of owning up and telling the truth arise — "The Prettiest Bowl."

Grade 1. Fourth Week. Session 25. The Butterfly's Message.

If the children are making an Easter border, work today will probably include the adding of butterflies, as the story is "The Caterpillar's Journey," and the picture suggested, *"Butterfly and Cocoon"* (*another spring picture for the department screen*). The verse is *"He careth for you," which, connected with songs of the Father's care, should be used in the worship service. The midweek material contains an exquisite story, which if not used on Easter should be told in one of the services preceding Easter: i.e., "The Road that Wanted to be Beautiful"* (also on Folder 26). Work on the chosen project is continued.

Grade 1. Fifth Week. Session 26. The Children's Praise. Palm Sunday.

If the Palm Sunday story is told in the worship service instead of in class, the verses given in today's folder should be used in connection with it; i.e., "Hosanna! Blessed is he that

cometh," and "We love because he first loved us." See also the suggestions in Course II for dramatizing the procession.

In the midweek material *two stories are suggested suitable for worship services: "The Snowball that Didn't Melt," from "The Golden Goblet," Stocking (also in "The Mayflower Program Book"); and "The Little Acorn," by Lucy Wheelock, in "The Second Primary Book in Religion," Colson.*

The "Spring Song" on the folder may be used in connection with worship, and if any child makes an original song, as suggested, this should also be used.

In the midweek period final preparations are made for Easter decorations and gift bringing.

Second Grade

Grade 2. First Week. Session 22. Jesus, the Friendly Teacher.

This is the second session in the teaching unit, "Doing Our Part to Make a Happy School." The child's problems with which the discussion today deals are (1) Why should I mind my teacher? Is she my "boss" or my "friend?" (2) What is the use of always being on time at school? of doing home work? (3) Does it please the heavenly Father when I work cheerfully with my teacher and the other children? (4) Why do we have rules?

The story is "Jesus, the Friendly Teacher"; the memory verse for the child, "Even a child maketh himself known by his doings"; *the song suggested, "Friends";* and the work continued in the midweek period, or the making of a chart to illustrate it.

In the midweek material is a story, "The Boy Who Wanted to Have His Own Way." *In the folder is a prayer which could be used in the worship service.*

Grade 2. Second Week. Session 23. Friends at School.

The class discusses care for another's property as an expression of friendliness, listens to the story of Zacchæus, who gave

back what he took, and connects with it and the discussion the verse, "*Thou shalt do that which is right and good.*" The suggestion is made that the children mount the verse to hang in their rooms at home.

In the midweek material is the suggestion that a gift be made for the teacher; and a story is given of a Chinese child and her school.

Grade 2. Third Week. Session 24. The Message of Betty's Easter Flowers.

With this session the Easter unit begins. The lessons seek "to give religious and worshipful significance to the activities of Easter, to give the children a chance to experience happily a sharing of their activities with other children, to feel that others have contributed to their Easter joy," and to connect spring's renewal with God's enfolding love and care.

A story, "The Message of Betty's Easter Flowers," is given as one answer to the class problem, "How can our class make other people happy at Easter?" There is provision for the making of Easter cards. Plans are formed for making Easter happy for others. Bringing flowers is suggested.

The midweek material includes a story which should be told in the worship service if not used elsewhere. Easter work is continued.

Grade 2. Fourth Week. Session 25. Easter Worship.

Children's verses given are —

"*For, lo, the winter is past;*
The flowers appear on the earth."
"*The time of the singing of birds is come.*"
"*He hath made everything beautiful in its time.*"

These should be brought into spring worship services. The first is set to music in *Melodies*.[1] Alternate plans are given, which include helping the first grade with their border.

[1] Leyda Publishing Co.

The midweek material includes a story of the first colored Easter eggs and makes provision for giving Easter eggs or making Easter baskets for another group of children.

The folder suggests that the child make up a song about springtime. *If any child composes such a song it should be shared with the group in the worship or fellowship periods.*

Grade 2. Fifth Week. Session 26. Palm Sunday.

After the story of Palm Sunday, the suggestion is made that in those schools where palm strips are given out, the children dramatize the procession from Bethany.

This can be made an opportunity for praise for the whole department, and connected with the song, "Tell Me the Stories of Jesus." The third stanza refers to Palm Sunday.

Work and plans already begun are continued, and in the midweek period are brought to completion. If flowers are to be purchased, an expedition may be taken to buy them at that time.

[*See page 100 for additional worship material.*]

Third Grade

Grade 3. First Week. Session 22. Building Strong Bodies.

This session continues the discussion on bravery and what makes a brave person. The new problem dealt with is "Why should I eat food which I do not like?" and the activities (discussion, choosing pictures of good food from magazines, making a health poster) center about the necessity of controlling appetites, if we are to coöperate with God in building strong bodies.

Two stories, "Medicine for Margery" and "Four Princes in a Palace School," help to guide the thought.

The midweek period offers opportunity to (1) dramatize these stories, (2) carry on the discussion, (3) choose from many articles "a good lunch."

Grade 3. Second Week. Session 23. Keeping Our Tempers.

Hypothetical situations raise another problem of self-control, that of keeping one's temper. The story, "How Jesus Kept His Temper," the verse, "He that is slow to anger is better than the mighty, and he that ruleth his spirit than he that taketh a city," and discussion help to answer it.

On the folder are another story (*"Abigail the Peace Maker"*) and another verse ("Be not hasty in thy spirit to be angry"). *Both the story and the poem, "The Brown Thrush," can be used in the worship service.*

A hike to the woods or park for signs of spring, or activities in connection with planting a window garden, are two suggestions for the midweek period. *If a hike is taken the children should be given an opportunity to share their discoveries in the departmental service the next Sunday.*

Grade 3. Third Week. Session 24. Learning to Forgive.

"How should I treat those who have been unkind to me?" The children discuss this problem and then listen to the story of Jesus teaching his disciples how to forgive the unkind treatment they received from Samaritans. On the folder are *two verses about forgiving, "Be ye kind one to another, tender-hearted, forgiving each other,"* and, "Love your enemies, and do them good." The first is set to music in *Songs for Little People. A worship service using the folder story, "David and the Sleeping King," and this song would be most helpful in connection with this lesson, today or next week.*

The midweek material lists other stories for spring worship: "Inside the Garden Gate," *Mother Stories,* Lindsay; "The Sleeping Morning Glories," *A First Primary Book in Religion,* Colson; "The Garden that Awoke," from *The Way of the Gate,* Sneath, Hodges and Tweedy. Also found in Course II, Midweek session, Twenty-four.

Grade 3. Fourth Week. Session 25. The Forgiving Father.

"Does God love us when we do wrong?" "Will God forgive us?" are the problems raised and discussed in the Sunday period.

The children find out what Jesus taught about forgiveness. They hear his story of the father who forgave his erring son in the teacher's book and read about "Peter's Lie Forgiven," in their folders. *The memory verses, "Thou, Lord, art good and ready to forgive" and "Forgive us our debts as we also have forgiven our debtors," should be used in prayers in the departmental worship.*

On the last page of the folder is *an Easter poem, which can be used in an Easter service.*

A large number of activities which have for their purpose "making friends happy at Easter" are suggested in the midweek material. *The superintendent, knowing the plans of the other grades, will help the third grade children in selecting theirs.*

Grade 3. Fifth Week. Session 26. New Life at Springtime.

This is a springtime session. The children report on their observations of awakening life in nature, and discuss the change. They study *the picture, "The Song of Spring" (which should join the other spring pictures on the departmental screen), and sing "'Tis God Who Made the Spring" (Melodies). There are two poems on the folder suitable for spring services, and another song suggested is "God's Work" (Carols).*

For the midweek period an Easter egg hunt is mentioned as a possibility.

APRIL

NOTE: As was explained last month, the varying date of Easter makes necessary in some years certain adjustments in the use of the material suggested in the textbooks. Complete Easter worship services are printed in Part III on the assumption that Easter is the first Sunday in April, the first in this quarter.

FIRST GRADE

Grade 1. First Week. Session 27. Easter Day.

In the Departmental Easter Service the first-grade children share with the rest of the department and the school the message of the birds and flowers. *An Easter service is given entire, and the child's folder has a poem, song and verse which will be beautiful in spring worship services.*

Grade 1. Second Week. Session 28. When Jesus Needed Help.

A new subdivision of the larger teaching unit, "Depending on Each Other," is entered upon today. It deals with the problem of what to do when we grow tired of "being good" — of having people "depend on us." The story is "When Jesus Needed Help," and activities suggested are imagining the scene and what Jesus was praying, and making a prayer for individual and class use when help is needed.

In the midweek session the discussion is continued and a story is given, "How Teddy Helped His Father." *This might be used in a worship service built around the need for keeping close to our Father.*

The child's folder contains a poem which is also suitable in this connection.

Grade 1. Third Week. Session 29. When Children Need Help.

Discussion of the reasons people pray is continued, the story of Jesus teaching his disciples to pray is given, *and two poems, or child's prayers. These and the poems on the folder can be read in the worship service.*

Plans are started for making the smaller children happy on May Day, and provision is made for making May baskets or other gifts in the midweek period.

Grade 1. Fourth Week. Session 30. Helping God to Care.

The next unit, "Using Our Strength and Our Gifts to Help Others," is undertaken today. The verse for the children is a paraphrase of Romans 15:1, "Now we that are strong ought to help the weak," and the story, "When a Baby Needed His Big Sister," fits into the children's thought. *The folder contains the words of the song about the baby Moses, "Who will take little baby?" This can be used in the worship service, either as a song* (*Songs for Little People*), *a dramatization* by the first grade who play the story today and in the midweek session, *or as a poem read aloud.* A May-Day party may be given in the midweek period.

[*See pages 103, 105 for additional worship material.*]

Second Grade

Grade 2. First Week. Session 27. Easter Day.

See paragraph preceding this month's Notes. See introduction, also, in teacher's textbook, for rearrangement of material in schools in the far southern states where spring activities will come earlier than in other sections of the country. It is understood that these notes follow the arrangement in the textbook.

Folder 27 has a poem suitable for spring worship service.

Grade 2. Second Week. Session 28. Jesus and Four Friends.

A new unit entitled "Friendly Care" is entered upon with Session 28. Among the desired outcomes for this unit are an increased knowledge of the need of others and growth in sympathy; desire to meet need intelligently; a growth in ability to practice neighborliness in a number of human relationships; a growing sense of joy in the realization that one works with God, as Jesus did, when one is kind and neighborly.

Today's slated problem is, "If a child with whom I was playing were hurt accidentally, and there were no grown person near, how could I help to care for him? What should I do?"

The story of Jesus healing the paralytic is given (Mark 2:1–4, 11, 12), both to arouse increased admiration for the helpfulness of Jesus, and to present a picture of friends who, limited in their own power, could at least lead the one in need to a source of help.

The first stanza of "Tell Me the Stories of Jesus" is suggested for use in connection with the Bible story.

A prayer song from "Songs for Little People" is used, and the words "gentle, kind and loving" in it are discussed as well as a concrete problem of how children can help a hurt playmate.

The making of a chart of persons who help sick or hurt children may be begun today.

The midweek period offers opportunity for continuing discussion and chart making with *the use of the verse, "He careth for you."* Another plan, for making and delivering gifts for sick playmates, is suggested and a story is given of a dog who led a hurt playfellow to a veterinary surgeon.

The folder contains "Prayer to Be Helpful."

Grade 2. Third Week. Session 29. When the Baby Jesus Came to Church.

Problems: 1. To find an explanation of infant dedication.

2. To discover ways to work for the cradle roll babies.

The story is from Luke 2:22, 24–34, 39; Matthew 2:13–21, and it and the discussion clarify the meaning of infant bap-

tism for the children. *The song, "There are blessings of God all around us" (Carols), and the prayer for babies which the children may make at this session will be suitable for a service which remembers the babies of the church.*

In the midweek session there is provision for the making of toys for cradle-roll children, and of retelling Sunday's story to the pastor or the cradle-roll superintendent.

The story of the escape into Egypt, if not told during the week, *is an excellent one for such a service as that mentioned above.*

In the folder is a story of a primary class which makes toys and plans in other ways to care for nursery-class children.

Grade 2. Fourth Week. Session 30. When Company Came; Having Guests and Being a Guest.

The purposes of this week's sessions are —

1. To provide an opportunity for the children to help care for some guests.

2. To help them solve some of the problems of how to behave when they have guests.

3. To assist them in reaching the conclusion that when they are gentle in their treatment of guests, especially child guests, they are helping to care for them and are working with the heavenly Father.

Activities suggested are: Delivering cradle roll gifts; reviewing the last stories; planning for a party; discussing treatment of guests; and listening to the story of Eliezer, guest in the home of Rebekah.

The midweek material suggests the children's dramatizing the story of Eliezer and Rebekah for the party which may be given. If there is no party, May baskets "for company" may be made.

The folder contains *the verse, Forget not to show love unto strangers,* and a pattern for a fan which children can make for summer visitors.

[*See pages 103–105 for additional worship material.*]

Third Grade

Grade 3. First Week. Session 27. On Easter Day.

See paragraph preceding this month's Notes. See also introduction to Part III, which explains the missionary purpose of this third-quarter material. Read the objectives and suggested list of enterprises possible to be undertaken through these weeks. The superintendent will keep in touch with the class to know just what the activities are, as these notes cannot foresee what will be selected.

Folders 27 and 28 show in story and pictures the life and deeds of Jesus. *These will offer material for worship services* and for story books which may be sent to missionary schools.

Grade 3. Second Week. Session 28. Jesus the Helper.

The teacher's aim is to strengthen attitudes of love and appreciation of Jesus, and to direct the desire to work with him in carrying out God's work in the world.

Suggested activities are: Learning more of how Jesus lived and worked; discussion about how children can help to do God's work; listening to the story for the day; learning the Bible verses; making an illustrated booklet of the life of Jesus.

The story is "A Busy Day in Capernaum"; *the verses, Jesus of Nazareth . . . who went about doing good* (Acts 10:38); *He healed many that were sick* (Mark 1:34).

The song, "Tell Me the Stories of Jesus," suggested in Course II, is recalled in Course III, and more stanzas may be learned. Since two classes are familiar with it, *it can be brought into the worship service. Another similar one is also suggested here, "Story Song about Jesus,"* found on Folder 28.

The midweek story is "Jesus and the Blind Man."

The folder material presenting the life and helpfulness of Jesus in pictures, Bible verses and song, offers suggestions for the worship service.

Grade 3. Third Week. Session 29. Jesus' Friends Doing His Work.

The child's purpose is to help carry on Jesus' work in the world; the teacher's to provide such opportunities and materials as will further stimulate and direct the children in Christian living.

The activities for the two sessions include discussions as to how children can help to carry on Jesus' work, deciding on a definite social enterprise, listening to the story (Sunday, "Peter and John in Prison"; midweek, "Dorcas"); learning song and Bible verse, making a prayer and working on enterprises already undertaken.

The Bible verse is, "Ye are my friends if ye do the things which I command you" (John 15:14).

The folder contains the story of Saul and suggestions as to how children can carry on the work of Jesus.

Grade 3. Fourth Week. Session 30. Telling Others About Jesus.

The purpose for the child as given is to tell others of Jesus and his work; for the teacher, to deepen and make more permanent the attitudes of love and appreciation of Jesus and to arouse the desire to tell others about him.

Suggested activities for the two sessions are: discussion as to how children can help to tell others about Jesus; discovering if the church is sending out a missionary; bringing money to send missionaries and other helpers; making gifts for mission school or kindergarten; continuing work on the story booklet of Jesus for a mission school; listening to and dramatizing the story, "Philip and the Stranger."

The Bible verses are (Sunday) *"Go ye into all the world and preach the gospel to the whole creation";* (midweek session) *"The Lord hath done great things for us, whereof we are glad." "He loved us, and sent his Son." "Jesus of Nazareth . . . who went about doing good."* These and "Whisper Song" should be used in any missionary service which may be held.

The midweek material suggests "A Song of Service" and gives a story, "A Little Home Missionary."

The folder contains the story of Philip and the Ethiopian and *"A Song of Service," which may be used in connection with gift-bringing or other demonstrations of service. The last page of the folder contains a missionary prayer which will be found useful.*

NOTE: *In the Appendix of the teacher's textbook will be found a full worship service on "God's Family."*

[*See pages 103–106 for additional worship material.*]

MAY

NOTE: The textbook of Course III contains a worship service for Mother's Day.

FIRST GRADE

Grade 1. First Week. Session 31. Serving One Another.

This week's lessons are a continuation of last week's on "Helping God to Care." The verse for the children is still the paraphrase of Romans 15: 1, "Now we that are strong ought to help the weak." The song about the Baby Moses given on last week's folder may be dramatized today if there is time. Delivering the May baskets or other gifts to the beginners or cradle-roll children on the one hand however and work in anticipation of Mother's Day on the other, may fill the time.

A story to be used in connection with taking care of younger children, which is suitable for the worship service, is "A Good Caretaker," in the Emergency Stories of the teacher's textbook.

In preparation for the Mother's Day service, *these children may make a Mother's Day book for the leader to use in the worship service.* The superintendent should find out whether this is a plan for today or for the midweek session, and be prepared to use it.

The midweek material suggests a *story which might be used in a service centering on helpful obedience.* It is Alice Brown's "The Gradual Fairy" from *Stories Children Need,* by Bailey.

The children may be planning also to invite their mothers to the Mother's Day session. Alternative midweek suggestions include a party given by the second grade, and a hike for wild flowers to decorate the room the next Sunday.

On the pupil's folder is a verse which might be used in connection with a Mother's Day service.

"All through the year I'll try to do
The things that show my love for you;
And not be happy just to say,
'I love you, mother,' on Mother's Day!"[1]
— Mabel Ballard.

Grade 1. Second Week. Session 32. "His Mother Could Depend on Him, Depend on Him to Speak the Truth."

A recall of verses used in February helps the children to think of Jesus in connection with his mother, and turns their thoughts to another condition in making God's care effective — ability to trust one another. The superintendent should read the section on truth-telling in the Parents' Guide, Course I, Part 3, better to understand the activities and material suggested for the lessons on truth-telling.

The verse for the children is "Speak ye truth each one"; stories recalled are Bible stories of mothers and children; some of the activities suggested are entertaining mothers, delivering gifts made and dramatizing a story for them.

The midweek session gives opportunity for the children to practice accurate reporting and to distinguish between true and false stories. The story given is "Wolf! Wolf!" *The folder contains a story on truth-telling, "Mother Lets Us," which might be usable in a worship service built about truth.*

Grade 1. Third Week. Session 33. True Stories and Play Stories.

The verse is the same as for last week, and the desired outcomes the same — ability to see the difference between truth and inaccuracy; appreciation of the importance of truth-telling as a way of helping God; desire to be like Jesus, whose mother could depend on him to speak the truth; habits encouraged of accurate reporting. Activities started in the last midweek session are continued.

The midweek material this week includes the story, "Little Trot Goes Driving," which could be used in the worship service

[1] From *Service in Song*. Used by permission of Mrs. James W. Wood.

as an illustration of accurate reporting, of using one's ability for others, or of sharing what one has.

Grade 1. Fourth Week. Session 34. Different Ways of Helping.

The desired knowledge outcomes of these sessions are (in terms of the child) that God gives people different ways of helping, that he depends on us each to do what we can for others. Other desired outcomes are increased ability on the part of the children to see needs which they can meet; desire on the part of each to give what help he can.

The story referred to in Midweek Session 33 shows how one child found some one in need of the help he could give. The story today is of David's using his love for and skill in music to help a king in need.

Discussion of talents and abilities represented in the class and the community is followed by planning an enterprise in which the special help of each one is needed. Work on this enterprise is undertaken in the midweek session. If it takes the form of a Children's Day Service, advice and assistance will be needed from the superintendent.

[*See page 107 for additional worship material.*]

Second Grade

Grade 2. First Week. Session 31. Working in God's Outdoor World.

A spring unit, centering about out-of-door and neighborhood problems, begins with this session. Desired outcomes are: (1) increased appreciation for the out-of-doors and for those who care for it; (2) increased ability to worship because of out-of-door experiences; (3) increased sense of responsibility for and ability to care for the out-of-doors and to regard such care as a way of working with the heavenly Father.

Activities and discussions center about garden-making, decorating the primary room during the next months, caring for the outdoor world.

Songs suggested are "'Tis God Who Sends the Spring" (Melodies) and "Let Us Make a Garden" (Child Land in the Sunday School).

The story is of the garden of Eden. Plans for a church garden or for window-box gardens are made.

Maud Lindsay's exquisite story, "The Song That Traveled," is given in the midweek material, and if not used at that time, *may be used in the worship service.*

Making May baskets, giving a May-Day party, making a garden, are among the activities suggested for that session.

The pupil's folder contains "Some verses about God's Out-of-doors" which should be brought into the worship and a *"Grace for a Garden,"* suitable if there are window-box plants.

Grade 2. Second Week. Session 32. Helping to Care for Yards, Parks and Gardens in Our Neighborhood.

Problems of ownership of city parks and children's responsibility in caring for them are taken up in Plan 1; of the proper treatment of "Yards and Gardens in Our Neighborhood" in Plan 2. The superintendent will find out what plan is to be followed.

Songs suggested are "Summer," "'Tis God Who Sends the Spring," (Melodies), and "Blessings on Effort" (Song Stories for the Sunday School).

The Bible Verse, especially usable in worship services because so familiar by now, is *"Every good gift and every perfect gift is from above, coming down from the Father."*

The story in the midweek material, about the Princess Mary's garden, showing that the more you give the more you have, *might be used in a worship service.*

The folder has a story, "The Bluebird and the Forgotten Garden," and *a poem, "It All Belongs To Me."*

Grade 2. Third Week. Session 33. All Things Bright and Beautiful.

The purposes stated are: to learn to sing the song, "All Things Bright and Beautiful"; to learn to thank the heavenly

Father for the outdoor world which the song portrays; to share the beauties of the song with the first- and third-grade children.

To carry out these purposes the children, while learning the song, are given opportunity to illustrate it. *If the story* in the midweek material, *"The Little Blind Princess,"* is not used in class, *it may be used in the worship service.*

A song suggested for the midweek period is, "Here, Lord, We Make Our Garden," *Song and Play for Children.*

Grade 2. Fourth Week. Session 34. Hikes and Picnics. Learning to Care for the Beautiful World.

Questions to be answered are: Can I be careful of the wild flowers and the trees when we are out on hikes and picnics? Why should I? Can I be careful of the rubbish when we have eaten our picnic lunch? Why should I? Discussion is followed by a story, "Hill Beautiful," which deals with the last questions. *A verse recalled is "He hath made everything beautiful in its time."*

[*See pages 106, 107 for additional worship material.*]

Third Grade

Note: Superintendents should refer to the Appendix of the Teacher's Textbook for worship material to be used in connection with the missionary theme which continues through this month and the next.

Also note that two full services of worship, one for Mother's Day and one on "God's Family," are printed in the Appendix of the teacher's book.

Grade 3. First Week. Session 31. God's Family.

The child's purpose is given as: To be kind and courteous to strangers and to those who have come from other countries; the teacher's as: To strengthen and make more vivid the realization of the family of God, and to aid the children in forming habits of kindness and helpfulness to strangers and people of other races.

The picture used is "The Hope of the World" from Course II, and the stories suggested, a recall of "Naaman the Syrian," Course III, Part I, or "The New Picture," Course II, Folder 40.

Verses for the child, which should be used in the worship service, are: "O Lord, thou art our Father" (Isaiah 64:8); *"You are all brothers"* (Matthew 23:8b, Moffatt translation).

There is discussion about the picture and many suggestions for activities are given, designed to make the children more appreciative of those of different races living in the community. The superintendent may be asked for help in finding out more about them.

One of the stories suggested for the midweek period, if not used then, *is suitable for a worship service with a missionary theme: viz., Margaret Applegarth's "The Four Colors the Artist Forgot."*

The songs, "God's Children Live in Many Lands" (*Song and Play for Children*) and *"Story Song about Jesus," are also presented in the midweek session, and can be used, where suitable, in later worship services.*

Grade 3. Second Week. Session 32. Children Who Have Come to America.

The child's enterprise is to help make foreign playmates happy in their new home.

The teachers' aim is to aid the child in carrying out his enterprise and to develop a sympathetic and helpful attitude toward foreign children in the community.

Discussion about the strangeness and homesickness involved in moving to a new place, reasons for leaving home, and planning what the class can do to welcome foreigners (through a party, gifts and special courtesies) are among the activities suggested.

The same Bible verses are given as last week and a story, "World Children Cottage."

The midweek material contains "Good-night Prayer," a story, "A New American" (to follow discussion over what makes an American), and numerous suggestions for activities. These weeks, while the class is collecting articles or pictures of

articles illustrating the contributions of other races, making posters, or preparing dramatizations, the superintendent should keep in close touch with them to help when she can, and to be able to utilize their findings or their work in the departmental service.

Grade 3. Third Week. Session 33. Negro Neighbors.

Possible problems for the child are: Why are the negroes in our community? What right have they here? How should they be treated? What do they do for us? What can we do for them?

To aid in solving these problems in a Christian way, many activities are suggested for this and the midweek sessions. Among them are discussions, visits to industries where negroes work, finding out the number in the community and their contribution, and finding ways of helping unfortunate negroes in the community.

The story given is "Alice and Annie Mae," and *the verse, "For none of us liveth to himself" (Romans 14:7a).*

Grade 3. Fourth Week. Session 34. African Neighbors.

The interesting enterprise suggested for this session is to prepare an African exhibit for a world fair, which may be given at the end of the quarter.

The teacher hopes to develop through the enterprise attitudes of appreciation and friendship for the African people and desire to help them.

The verses are: "The Lord is thy keeper" (Psalm 121:5a); "What time I am afraid I will put my trust in thee" (Psalm 56:3); and "Every good gift and every perfect gift is from above, coming down from the Father" (James 1:17).

Three African stories are given: "The Picture Which Traveled to Africa" (Sunday session); "Zula's Love Gift" (folder); "The Queen's Tree" (Colson, the story of chocolate, midweek period).

The main midweek activity is planning for the world fair.

[*See pages 103–107 for additional worship material.*]

JUNE

NOTE: As these courses begin in October, material relating to promotion will be found in Part 4.

FIRST GRADE

Grade 1. First Week. Session 35. Serving One Another.

A story is told in which the children coöperate by supplying the action and words of the characters in "Theodore's Children's Day Song." Through it the class discovers how many people a little boy had to depend upon to help him keep his promise to sing in the Children's Day service. This leads to planning for the enterprise undertaken, which for its success depends on the work of each person. The midweek session contains *a story, "The Skylark's Spurs." This is suitable for a worship service built around either the thought of God's care for his creatures, or the use of our endowments to help others.* (See Session 36.)

The verse *"Serve one another"* with interpretation appears on the folder and *the phrase should be used in the departmental service.*

Grade 1. Second Week. Session 36. Learning From Jesus.

The last division of the larger teaching unit, "Depending On Each Other," is entered upon today. This is called "Learning to Help, Each in His Own Way," and continues with the objectives of the last few sessions:

(1) To develop through stories and discussion an appreciation of the powers and talents with which God has endowed us, and

(2) To provide for the exercising of the children's own abilities in happy service to others.

The knowledge outcomes desired from the next four sessions are stated thus in terms of the child:

"There are a great many kinds of work to be done, and it takes a great many people to do it. God wants people to help each other. Some are good doctors, some are good builders, some are good cooks, some can make pictures and music. A town needs all kinds of helpers. Jesus was a good carpenter and a good story-teller and a good doctor and teacher. He could help people in many ways.

"When our class is doing something special, if each one helps, in the end it is better than if just one person worked on it. Then all of us get the good of each person's work."

Today the class studies pictures of Jesus helping others and listens to the story, "The Man at the Pool." The children discuss helpers and different kinds of help, and perhaps begin a story-book about Jesus for a mission school or hospital. Work on the chosen enterprise is continued in the midweek session. *The superintendent can help the class by contributing pictures of Jesus for their scrap-books, or directing the children to old story papers which may be cut up for this purpose.*

In the midweek material is *a story, "Big Brother's Ambition," suitable for the departmental service, keying in with aims of Course III and of Course I, and with "You must love your neighbor as you do yourself," of Course II.*

Grade 1. Third Week. Session 37. Learning From an Old Story.

The story of the help given Naaman by a little Jewish girl and work on the story-book furnish activity and further discussion of helpers and the kind of help each one can give.

A poem or prayer for "All Who Work" leads to appreciation of helpers and is suitable for the worship service. It is printed both in Folder 38, and in the teacher's book.

The midweek material suggests the children's listing the workers in the community, or making a sand-table village with the homes of all these helpers, *looking toward a worship service through which this class will share its new appreciation of the many workers needed to make a happy place to live in. The*

superintendent should find out if such a service is being planned or possibly suggest and help in the preparation of it.

A story, "The Old, Old Man and Carl," is given in the mid-week material, and in Folder 38, and *is suitable for a worship service.* An old man and a little boy are mutually helpful — each using his special talent in the service of other.

Grade 1. Fourth Week. Session 38. Learning From a Letter.

The class studies pictures of David helping Saul, Naaman's little maid, and others who helped as they could, discusses its discoveries about helpers in the town, and listens to a story, "A Letter from Paul" (the story of a community of people, each having his special share in the work of the group).

Work is continued on special enterprises. *If the class is working on a worship service, the superintendent should be ready to help them recall and arrange familiar "Calls to Worship," verses of thanksgiving used throughout the year, hymns and other material.*

Grade 1. Fifth Week. Session 39. Sharing What We Have Learned.

Suggestions are for opportunities to share discoveries and new appreciations with others through a worship service on Sunday and an exhibit or entertainment for parents and friends during the week. *Both enterprises will need the help and advice of the department leader.*

Folder 39 has a beautiful story of the service rendered by four children of Brittany through their song, "Vive la Rose." *This story, shortened, is suitable for the departmental service.*

[*See page 108 for additional worship material.*]

Second Grade

Grade 2. First Week. Session 35. The Grown-up People on Our Block — In Our Apartment House.

The problems which the lessons aim to solve in a Christian way are:

1. How can children be friends with the grown-up people who live near them? In their apartment house? (For city children.) Why should they be quiet when there is sickness? Should they try to keep other people's pavements or halls as clean as they do their mother's or not? Should they mark on the walls or not? Should they ring doorbells just for fun?

The verse (on the folder) is, *"You must love your neighbor as you do yourself"* (Goodspeed translation) and *may be made the keynote for a worship service theme.*

The story and discussion center in the problem of friendly care of neighbors' property, the folder story deals with "Ringing Doorbells," and the midweek suggestions include the presenting of May baskets, appreciation of neighbors' kindliness, retelling the folder story and continuing care of gardens.

The pictures used are of children helping grown people and "The Good Samaritan" (Primary Picture Set No. 1).

Grade 2. Second Week. Session 36. Child Neighbors.

The purpose is to help children solve the following questions successfully, and to develop attitudes of good-natured coöperation toward other children.

1. Do children have a happier time when they share their playthings?
2. How shall we welcome new children in the neighborhood or at school?
3. Is teasing or taking advantage of little children funny or not?
4. Who should decide the games to play on our street? How?

The story is about the friendship of David and Jonathan; a song suggested is "Friends" (on Folder 21).

Pictures used are of children playing together and "David and Jonathan" (Picture Set).

The story is introduced through discussion of loving your neighbors "as you do yourself," problems of neighborliness at school, and a recall of "The Good Samaritan."

In the midweek session discussion of bullying is followed by the story of "Moses and the Daughter of Jethro."

The folder contains the story of "The Quails," which shows the value of coöperation. *This might be used in the departmental service.*

Grade 2. Third Week. Session 37. David and the Son of Jonathan.

The material and suggestions aim to solve the question, "Is doing favors and returning them a kindly way for people to act?"

The verse, to be associated in the child's mind with this entire group of lessons, *is "You must love your neighbor as you do yourself."*

The pictures used are "David is Kind to Jonathan's Son" and "David and Jonathan."

The songs suggested are "God is Love," "Lord of the Sunlight" and "Friends." The first two should be used in the worship service.

After the story and discussion, plans are made for making toys, a game, candy or some other gifts for child neighbors, and the midweek period furnishes opportunity for carrying out the plans.

The midweek material carries a story suitable for the worship service, if not used elsewhere. It is of a prince who travels incognito, seeking a place to build a palace "where folk are kind and true."

The folder has the words and music of "Father, we thank thee for the night," which has been mentioned before as valuable in the worship service.

Grade 2. Fourth Week. Session 38. Helpers All.

The purpose of Sessions 38 and 39 is threefold:

(1) To provide opportunities for discovering and meeting human need through learning of and coöperating with at least one near-by organization which cares for children; (2) To develop in the children an attitude of alert and friendly helpfulness

toward their playmates; (3) To arouse appreciation of the friendliness of others.

The pictures are The Good Samaritan (Primary Set No. 1), Blind Bartimæus, local institutions, such as day nursery, orphanage, church, home for the blind.

Discussion and study of pictures lead to the discovery of a need of a local institution or individuals which the children can supply. The class may make an expedition to find out more about the situation, or to show friendliness.

In the midweek material two stories are given, one to rouse an appreciation of helpers who make chocolate and cocoa possible; one to make attractive the taking of gifts to the children's ward in the hospital.

The folder story, "The Littlest Baby's Neighbors," is of children who help a day nursery.

Grade 2. Fifth Week. Session 39. Helpers All.

The activities of the children include reporting ways of being neighborly which are being discovered; learning to act on needs presented by other children and by the leader; continuing the "enterprise of helpfulness" begun in Session 38.

The double purpose for this week is (1) to help the children carry on the above activities in such a way that they shall find much joy in so doing and think of themselves as working with the heavenly Father; and (2) to lead the children to an appreciation which they can express through definite activity for those who care for them.

The pictures this week include those of fresh air camps. The story is of a little Jewish boy who had whooping cough and who went to a camp to get strong, and incidentally learned the Golden Rule.

The discussion is about the rule, and the possibility of helping to make children in a camp happy through gifts. Work is continued on whatever enterprise was undertaken last week, and is completed in the midweek period.

A story in the midweek material is of a boy in a Near East Orphanage who gave up his dessert so the rest could have

enough. *This could be used in a worship service designed to arouse in children a spirit of sharing.*

[*See page 108 for additional worship material.*]

Third Grade

The month's lessons complete the teaching unit entered upon in April, which has for its objectives to strengthen the concept of God, the Father of all, and to develop a sense of world fellowship; to form attitudes and habits of appreciation and helpfulness for people of other races; to bring the child to a realization of contributions which these people make to the welfare and happiness of the world; to help him see that the world is safer because different races and countries are working together.

The superintendent will be following the enterprise which this class has adopted, and planning her worship materials accordingly. The class may be working intensively on one country, finding out all it can about its people and their contributions. Or it may, as is suggested, be working through different groups on a World Fair, where the findings of all will be brought together in a common exhibit. We indicate here in brief what material is given for each lesson, though probably no class will attempt to go so fast as to use it all.

Grade 3. First Week. Session 35. Gifts from Cuba.

The suggested activities are:

1. Preparing an exhibit for the World Fair, showing the good things that we get from Cuba.
2. Collecting pictures of the people and products of Cuba.
3. Reading stories and books about Cuba.
4. Finding out what our church is doing in Cuba and how we can help.
5. Arranging exhibit on chart, shelves or table. (Sugar-cane plantation on the sand table.)
6. Planning a gift for a mission school in Cuba.

The new picture used is "The Sugar-Cane Orchestra," from Primary Picture Set 3. Plans for a World Fair are discussed.

The story, "Anne's Birthday Party," is introduced by conversation about candy, and the helpers who gather sugar cane and manufacture sugar. The story is of a dream a child had of a party where all the sugar was left out. *If the superintendent knows of any Cubans in the community, she should make it possible for the class to include them in its activities.*

In the midweek period work on the chosen project is continued. The folder contains many pictures of Cuba.

Grade 3. Second Week. Session 36. Next-Door Neighbors in Mexico.

The activities suggested all pertain to the gathering and exhibiting of material concerning Mexico and Mexicans, with the purpose of creating friendly attitudes toward and new appreciations of the people of that country.

The story, "Ramona's Story-Book," is partly told in the teacher's textbook and continued on the pupil's folder.

The Picture Set contains a picture showing a teacher with Mexican children around her.

"You are all brothers" (Matthew 23:8b, Moffatt translation) is the verse for the child. Work on the project continues in the midweek period, possibly including the construction of a Mexican house.

Grade 3. Third Week. Session 37. Gifts from China.

The picture of "The Candy Man" shows a typical Chinese street with many people in it. This and the other pictures connected with this unit will be useful on the department screen during services with a world friendship theme.

The story (continued on the folder) is of "Happy Jung Lu," and the activities suggested are similar to those suggested for the study of other countries.

The midweek session provides for a Chinese section of the World Fair, and there is a story about "Ching-Li" who helps to grow our rice.

Grade 3. Fourth Week. Session 38. Gifts from Cherry Blossom Land.

Interesting facts about the Japanese people and their contributions add meaning to the *verse, "For none of us liveth to himself," which is given for the child.*

The picture from Primary Set No. 2, "The Candy Vendor," is suggested, and sources given for many others.

The song, "God's Children Live in Many Lands," is from Song and Play for Children.

The story of our silk ribbons and ties is given in "Taku and Her Spring Babies," and the folder has another called "Children of Cherry Blossom Land."

Work is continued on and final plans made for an exhibit in the near future.

Grade 3. Fifth Week. Session 39. What Have We Learned About Other Children of God?

The activities suggested focus in the final arrangement for an exhibit and include, besides the gathering of data for charts and construction work, the recalling of stories, songs, pictures and activities of the past quarter, and making of plans to dramatize a favorite story, song or picture.

As alternatives for the work on an exhibit, a picnic may be planned, and summer vacations discussed.

"Helen in New Mexico," is the story given in the teacher's textbook. *The folder contains a poem suitable for use in a worship service.*

Leaders should refer to the April notes in the Appendix of the teacher's textbook for worship material suitable for world friendship services. There is a valuable list of appropriate songs, stories, pictures and Bible verses. As has been noted before, the Appendix also contains an entire service on the theme, "God's Family."

JULY

THE SUMMER QUARTER

NOTE: The outlines for the summer quarter are given in briefer form than those of the other nine months. For those schools which close in June and have their promotion exercises at that time it is advised that the classes re-assemble in September in the old formation, and that September be used, according to these outlines, to prepare for the new class organization to go into effect the first Sunday in October.

[*See pages 109–112 and Section III for related worship material.*]

FIRST GRADE

DISCOVERING AND SHARING SUMMER SECRETS

Objective: To take advantage of vacation situations to help the children to discover, appreciate and desire to share hitherto unnoticed beauties of God's world.

Grade 1. First Week. Session 40. Getting Ready for Vacation.

Children draw and discuss vacation situations in which they expect to have a part. They imagine, with the help of the picture of the boy Jesus on the folder, how he planned for and shared with those left at home his wonderful trip to Jerusalem. They make plans for the sharing of their own vacations.

[*See pages 109–112 for worship material.*]

Grade 1. Second Week. Session 41. Finding Summer Secrets.

Verse for the children: God giveth us richly all things to enjoy (1 Timothy 6:7).

Activity: Examination and appreciation of nature objects; expedition in search of hitherto unnoticed beauties; making blueprints.

Story: Finding New Secrets (Folder 41). *This can be used in worship service if not told in class. There is also a verse on page 6 of the folder.*

Grade 1. Third Week. Session 42. Singing Praises.

Activities: Examining new treasures; listening to a story, "When the People Felt Like Singing," making an original "psalm," song, story or prayer for a praise service; continuing making of blueprints for frieze.

Verse for the children: Sing unto him, sing praises unto him; talk ye of all his marvelous works. 1 Chronicles 16:9). See *Poem, on folder, "Everything speaks of you, dear God."*

[*See also pages 109–112 for worship material.*]

Grade 1. Fourth Week. Session 43. When We Have Visitors.

Activities: Continuing appreciation of nature's beauties and work on frieze; completing contribution to worship service; recalling old story of hospitality, "A Guest Room on the Roof," and listening to new one, "When Charles Had Visitors"; discussing ways of showing hospitality.

[*See pages 109–112 for worship material.*]

Grade 1. Fifth Week. Session 44. Sharing Discoveries and Worshiping Together.

Activities: Decorating room, sharing discovered treasures; leading others in praise of God's beautiful gifts.

Verses: *Sing Unto him, sing praises unto him, talk ye of all his marvelous works* (1 Chronicles 16:9). *God giveth us richly all things to enjoy* (1 Timothy 6:7).

Story: "When Hester Saw the Sunset" (Folder 44). *If not told in class, this may be used in the worship service.*

Second Grade

THE CHILDREN OF ONE FATHER

Note: The July lessons furnish a series of World Friendliness Projects which have for their purpose the enjoyment of songs, the games, the stories and the festivals of other countries, and the sharing with the children of these other countries some of our best songs, stories, etc. Many of these will be stories and songs about Jesus. The class will choose between (1) rapidly moving enterprises which deal with Indian, Chinese, Japanese and Alaskan children; and (2) a four-week project, activities centering around any one of these countries.

[*See pages 110–113 for related worship material.*]

Grade 2. First Week. Session 40. The Heavenly Father's Children (Matthew 19: 13–15a).

Activities: Learning that all children are God's children; choosing to learn more about the songs, games, etc., of some other group or groups of children; planning to share our best stories and songs with some other group.

Memory material: *O, Lord, thou art our Father* (Isaiah 64: 8a).

[*See pages 110–113 for worship material.*]

Grade 2. Second Week. Session 41. Children on the Reservation.

Activities: Continuing plans begun in 40, or learning how best to show friendliness to Indian children.

[*See pages 110–113 for worship material.*]

Grade 2. Third Week. Session 42. In Old Japan.

Activities: Continuing plans begun in 40, learning to regard Japanese children as members of God's family (Isaiah 64: 8a).

[*See pages 110–113 for worship material.*]

Grade 2. Fourth Week. Session 43. In the Land of Kites.

Activities: Continuing plans begun in 40, or learning to show friendly appreciation toward the Chinese as children of the heavenly Father.

[*See pages 110–113 for worship material.*]

Grade 2. Fifth Week. Session 44. In Alaska.

Activities: Completing plans begun in 40, or learning to enjoy friendly contacts with God's children in Alaska.

Memory material: *Go to the whole world and proclaim the fond news* (Mark 16:15b, Goodspeed).[1]

Third Grade

[*See Section III for related worship material.*]

Grade 3. First Week. Session 40. Our Flag in Other Lands.

Following the third quarter lessons developing appreciation of the contribution of other countries, the aim this week is to help the children to discover some of the contributions America has made to other lands, and to realize that we are working with God when we help people of other lands.

Activities: There are many suggested, to be extended through the week, including finding out America's contributions to foreign lands, making a poster, "America, the Friend of all Nations," working up a play or pageant, "Our Flag in Other Lands"; taking part in Good Will Day; giving a patriotic picnic to foreign children in the community; praying for help to be better friends to people of other nations.

Story: "Fourth of July in Czechoslovakia."

Verse: *Bear ye one another's burdens and so fulfill the law of Christ* (Galatians 6:2). *Blessed are the peacemaekrs for they shall be called sons of God* (Matthew 5:9).

[*See pages 109–113 for worship material.*]

[1] From *The New Testament, An American Translation*, by Edgar J. Goodspeed. Published by The University of Chicago Press. Used by permission.

Grade 3. Second Week. Session 41. Happy Summer Days.

Aim: To help the child to get greater value and happiness out of his vacation experiences, and to lead him to a deeper realization of God's love and care.

Activities: Discussion about joys and beauties of summer, planning and working on a vacation book to record experiences.

Stories: "The Song That Traveled" (*good for the worship service if not already used*), "The Story Teller," Lindsay, also in Course II, Part 3 and in *Second Year Mayflower Program Book.* "Things That Loved the Lake" (Folder).

Verse: *In the beginning God created the heavens and the earth* (Genesis 1:1).

[*See pages 109–113 for worship material.*]

Grade 3. Third Week. Session 42. Happy Summer Days at Home.

Problems: How to spend a happy vacation at home, and how to help others to be happy.

Activities: Making plans for summer at home (many suggestions).

Verse: *Be content with what you have* (Hebrews 13:5, Moffatt Translation).[1]

Story: "The Holiday."

[*See pages 109–113 for worship material.*]

Grade 3. Fourth Week. Session 43. Our Town and Community.

Aim: To develop insight and appreciation of the community in which the children live and a deeper sense of responsibility for the common welfare of the community.

Verse: *For none of us liveth to himself* (Romans 14:7a).

Stories suggested: "How Our Town was Built"; recall of "Building the Walls of Jerusalem," Course II, Part 1; "The City of Friends," Course III, Session 15; "Things Which Belong to us All," *Mayflower Program Book.*

[1] From *The New Testament, A New Translation,* by James Moffatt. Published by Doubleday, Doran & Company, Inc., New York. Used by permission.

Activities: Studying maps and listening to stories of local community; making excursions to learn more of the town's institutions; drawing map or building local town in miniature on floor or sand table.

[*See pages 109–113 for worship material.*]

Grade 3. Fifth Week. Session 44. Guardians of Our Town.

Aim: To build on and strengthen the impression that God cares for us through the organized agencies of the community. To arouse a deeper sense of responsibility in cooperating with these agencies in working with God.

Story: "Abraham and the Robber King"—a contrast between modern life and life in the days of Abraham.

Verse: *Love never faileth* (1 Corinthians 13:8a).

Activity: Finding out who the community guardians and helpers are, and how children can help in protecting others.

[*See pages 109–113 for worship material.*]

AUGUST

First Grade

HAPPY VACATIONS

Objective: By taking advantage of holiday situations to help the children to discover and practice new ways of working with God to make happy vacations for others.

Grade 1. First Week. Session 45. When We Are Visitors.

Stories of Jesus as a Guest (Mark 1:29–31; John 2:1–10).
Activity: Picture study; discussion of what makes welcome guests, dramatizing situations, listing ways for children to make vacations happy.
Story: "The Right Person for a Guest" (Folder 45).
[*See pages 113–115 for worship material.*]

Grade 1. Second Week. Session 46. Remembering — Away From Home.

Story: Recall of "A Boy Away from Home," Part 1 (Daniel 1: 1–20). Alternatives: "Doing As They Pleased" (emergency story); "A Rest and Change" (Folder 46).
Activity: Discussing what makes a good visitor; what responsibilities children have for older persons' vacations; dramatizing situations.
[*See pages 113–115 for worship material.*]

Grade 1. Third Week. Session 47. Showing When We Are Pleased.

Verse: A glad heart makes a cheerful face (Proverbs 15:13 Moffatt Translation).[1]

[1] From *The New Testament, A New Translation*, by James Moffatt. Published by Doubleday, Doran & Company, Inc., New York. Used by permission.

Story: "The Kitten That Purred When It Was Pleased" (Folder 47).

Activity: Impersonation showing appreciation of good times; discussion of superintendent's activities in children's behalf; calling her in to thank her.

[*See pages 113–115 for worship material.*]

Grade 1. Fourth Week. Session 48. "For Our Happy Holidays, Father, We Thank Thee."

Story: "How Ruth Said Thank You" (Folder 48).

Verse: *I will give thanks unto the Lord* (Psalm 7:17).

Activity: Reviewing month's discussions of children's responsibility for happy vacations; planning and leading others in appreciation of vacation helpers in worship service (Plan 1); making gifts for vacation helpers (Plan 2).

[*See pages 113–115 for worship material.*]

Second Grade

SUMMER JOYS

Grade 2. First Week. Session 45. Sharing the Joys of Summer.

Learning to find fellowship with God while making others happy in summer (Mark 2:7, 9, 10; 4:1–2a).

Memory material, *either Psalm 24:1a or Ps. 74:6, 7.*

[*See pages 113–116 for worship material.*]

Grade 2. Second Week. Session 46. A Summer Song of Worship.

Containing plans begun in 45, learning to worship through the use of a summer hymn.

Memory material — *"The Fairest Time of All"* — hymn.

[*See pages 113–116 for worship material.*]

Grade 2. Third Week. Session 47. Remembering That God Cares.

Continuing plans begun in 45 and 56.

Finding comfort in the thought that God cares for us always and everywhere (Exodus 15:22–24, 27).

Memory material: *Ps. 24: 1a; Ps. 121:a; 1 Peter 5:7b; Ps. 56:3; Genesis 28:15a; Ps. 33:5b.*

[*See pages 113–116 for worship material.*]

Grade 2. Fourth Week. Session 48. Learning to Be Friendly.

Completing plans begun in 45, 46, 47.

Learning to be friendly to new members of group and visitors.

[*See pages 113–116 for worship material.*]

Third Grade

Grade 3. First Week. Session 45. Helping to Build a Healthy City.

Child's Problem: How can children help to make and keep the town and community healthy?

Aim: To develop habits of coöperating in the health program of the community and to give a clearer realization of God through working with him for the common good of the community.

Activities: Finding out how the town is kept clean and healthy; learning and obeying regulation concerning quarantine signs; carrying gifts to the sick; taking part in community campaigns.

Verses: *And he healed many that were sick* (Mark 1:34); *Bless the Lord — Who healeth all thine iniquities* (Psalm 103:2a, 3a).

Stories: Recall of stories of Jesus' healing.

[*See pages 113–116 for worship material.*]

Grade 3. Second Week. Session 46. The City Beautiful.

Aim: To arouse in the children the desire to coöperate with God's workers in making and keeping their homes beautiful.

Activities: Discussion of ways to make the town beautiful; study of pictures of beautiful parks, gardens and other beauty spots; planning and carrying out plans for beautifying parts of the town.

Verse: *Thou hast made summer and winter* (Psalm 44:17b).

Stories: "The Yard that was Beautiful."
"The Magic Flower" (Folder).

(*One of these may be used in the departmental service.*)

[*See pages 113–116 for worship material.*]

Grade 3. Third Week. Session 47. God's Wonderful World.

Child's Enterprise: To learn more of God's wonderful world and to thank him for all his good gifts.

Activities: Observing, reporting and collecting nature objects; working on a flower exhibit, listening to stories, poems and songs on nature.

Verse: *Thou hast made summer and winter* (Psalm 74:1b); *I will give thanks unto the Lord with my whole heart* (Psalm 9:1).

Stories: Recall of "The Holiday" (Folder 42), and recall of "Jesus the Friendly Teacher," Course II, Teacher's Textbook, Part 2.

[*See pages 113–116 for worship material.*]

Grade 3. Fourth Week. Session 48. Flowers of the Field and Garden.

References: Matthew 6; Psalm 74.

Aim: To provide opportunities and materials which will lead the child to a deeper realization and appreciation of God's laws for the renewal of life, and to aid him in de-

veloping clean and wholesome attitudes toward sex relationships.

Activities: Collecting, preserving, discussing and sharing flowers of field and garden; examining flowers and their parts under microscope; listening to story and poems.

Verse: *Consider the lilies of the field, how they grow; they toil not, neither do they spin* (Matthew 6:28).

Stories: The Folder Story or a recall of "The Lily's Message" from Course I, Part II.

[*See pages 113–116 for worship material.*]

SEPTEMBER

First Grade

Note: See Teacher's Textbook, children's folders, and Section III of this book for related worship material.

GETTING READY TO BE PROMOTED.

Objective: To help the children to understand that promotion in the church school means a better understanding of God's ways and greater ability to work with him; to give them a share in the plans for promotion and for making the entering first grade feel that "the earth is full of God's loving-kindness."

Grade 1. First Week. Session 49. What It Means to Pass.

Story: How Jesus Advanced in Wisdom and Stature (Folder 49).

Verse: *And Jesus advanced in wisdom and stature* (Luke 2:52). [See picture: "At School in Nazareth."]

Activity: Discussion of what it means to pass; picture study; starting on a review of the year's experiences.

[*See pages 117–118 for worship material.*]

Grade 1. Second Week. Session 50. Remembering What Has Been Learned.

Activity: Continuing the review of the year's experiences; discussing plans for making beginners feel at home in the primary room.

Stories: Old stories recalled.

"When the New Children Came" (Rebus Story on Folder 50).

[*See pages 117–118 for worship material.*]

Grade 1. Third Week. Session 51. Looking Forward to Welcoming the New First Grade.

Stories: "The Children Who Wished They Could Show Jesus Their Love" (based on Matt. 25:35–40). "Nobody to Take Care of Me" (Folder 51).
If not told in class this may be used in the departmental service.

Activity: Continuing review; making final plans for promotion; learning welcome song to greet new first grade.

[*See page 117–118 for worship material.*]

Grade 1. Fourth Week. Session 52. Promotion Day.

Activity: Carrying out plans for promotion service.

Story: "Promotion Day in Madame Angela's School" (Folder 52).

Second Grade

GETTING READY FOR THE NEW YEAR

Grade 2. First Week. Session 49. New Children at School.

Activity: Planning to help God care for new children at school.

Story: Recall and new use of Bible stories from Parts 2 and 3.

Verse: *Forget not to show love unto strangers* (Hebrews 13:2a).

[*See pages 117–118 for worship material.*]

Grade 2. Second Week. Session 50. Plans for the New School Year.

Activity: Continuing to make plans for living as Christian children at school.

Story: Recall of additional familiar stories.

Verse: *Whatsoever ye would that men should do unto you, even so do ye also unto them* (Matthew 9:12).

[*See pages 117–118 for worship material.*]

Grade 2. Third Week. Session 51. Love One Another.

Activity: Continuing plans already started; making plans for new year.

Verse: *A new commandment I give unto you, that ye love one another; even as I have loved you, that ye also love one another* (John 13:34).

[*See pages 117–118 for worship material.*]

Grade 2. Fourth Week. Session 52. Promotion Day.

Completing plans for the new year.

Third Grade

Grade 3. First Week. Session 49. How Flowers Make Seed.

Child's Enterprise: To learn more of the flowers and how they make seed.

Teacher's Aim: To aid the child in carrying out the above enterprise in order that he may develop attitudes of reverence and respect for God's laws as shown in the renewal of life.

Activities: Discussing flowers and how they make seeds; observing flowers, butterflies, bees and insects and their work of pollenization; learning the parts of flowers and their names; looking up facts about flowers and listening to story.

Story: "Gold Dust."

[*See pages 117–118 for worship material.*]

Grade 3. Second Week. Session 50. Getting Ready to Be Juniors.

Activity: Planning the class' part in the Promotion Day program; recalling stories, poems, and verses of the year,

selecting favorites; planning an exhibit of the year's activities.

Grade 3. Third Week. Session 51. Getting Ready to Be Juniors. (See Session 50.)

Fourth Week. Session 52.

Promotion Day program for the department or the entire church school.

ADDITIONAL WORSHIP MATERIAL

Related to the thought and activities of the three classes, but not mentioned particularly in the Notes.

Music Source Books Mentioned Throughout the Texts

Instrumental Music

Worship Songs for the Sunday School and Home, for Primaries, Mrs. F. Crosby Adams, Clayton F. Summy, publisher, Chicago.

Child Life in Music, Arnold.

Songs

Songs for Little People, Danielson and Conant, Pilgrim Press, Boston.

Song and Play for Children, Danielson and Conant, Pilgrim Press, Boston.

A First Book in Hymns and Worship, Edith Lovell Thomas, Abingdon Press, New York.

Carols, Leyda Publishing Co., Wapello, Iowa.

Melodies, Leyda Publishing Co.

Worship and Conduct Songs for Beginners and Primaries, Shields. Presbyterian Committee of Publication, Richmond, Va.

Song Stories for the Sunday School, Patty and Mildred Hill, Clayton F. Summy, Chicago.

The Children's Year, Grace W. Conant, Milton Bradley Co., Springfield, Mass.

The Children's Hymnal, Smith, Farnsworth, Fullerton, American Book Co., Yonkers, N. Y.

Songs for A Little Child, Edna Dean Baker, Abingdon Press, New York.

OCTOBER

Sessions 1–4

Instrumental Music

Course II

God is in His Holy Temple, *Melodies.*
Handel's Largo (First Movement).
This is God's House (music only), *Songs for Little People.*
Sabbath Morning Bells, *Songs for Little People.*

Songs

Course I

How Strong and Sweet My Father's Care, *Carols,* No. 43; *Songs for Little People* No. 12.

Father We Thank Thee for the Night, *A First Book in Hymns and Worship,* No. 33; *Songs for Little People,* No. 2.

Father in Heaven, Bless Thy Little Children, *Songs for Little People,* No. 1.

Can a Little Child Like Me, *A First Book in Hymns and Worship,* No. 15; *Songs for Little People,* No. 52; also in Pupil's Folder 8.

All the Little Children, *Song and Play for Children,* No. 18.

Course III

Thanks for Daily Blessings, *page 5, Appendix, Teacher's Textbook.*

Story Material

Tony's Church, Cronk, Women's Missionary Society, Lutheran Church, 844 Drexel Bldg., Philadelphia, Pa.

The Gift of Flying Eagle, *The Second Year Mayflower Program Book,* Perkins.

NOVEMBER

Pictures

Course I

From Primary Picture Set No. 1: The Boy with the Lunch; Helping in Our Class; In the Land where Jacob Lived; "Stop, Look, Listen"; Saying Grace.

Course II

From Primary Picture Set No. 2: Children Caring for Their Room; Samuel Helps Eli; People Bring Gifts for the Church; A Friendly Welcome.

Course III

Session 1. Pictures of children showing kindness to others; pictures of seashore, mountains and farm; Naaman Returns Home, Primary Picture Set No. 3.

Session 2. Jerusalem as Seen from the North; Building the Wall of Jerusalem; Nehemiah's Midnight Survey, Primary Picture Set No. 3.

Session 3. David the Shepherd Boy, Copping; The Angelus, Millet; Nature pictures; The Song of the Lark, Primary Picture Set No. 3.

Session 4. Children worshiping together; The Boy Jesus in the Temple, The Song of the Lark, Primary Picture Set No. 3.

NOVEMBER

Sessions 5–8

Instrumental Music

Course II

The Happy Farmer, Schumann, Appendix, Teacher's Textbook.

Songs

Course II

Enter Into His Gates, *Carols,* Leyda Publishing Co.
Autumn, *Melodies,* Leyda Publishing Co.
The Song of the Bread, *The Children's Year,* Grace W. Conant.

Biblical Material

Course II

It is a good thing to give thanks unto the Lord, and to sing praises unto thy name, O Most High (Psalm 92:1).
O give thanks unto the Lord; for he is good (Psalm 118:1).
The Lord hath done great things for us,
Whereof we are glad (Psalm 126:3).

Prayer

Course II

(To be used occasionally. Original prayers should also be encouraged.)

For our homes and friends we thank thee,
For our fathers, mothers dear,
For the hills, the fields, the flowers,
And the sky so bright and clear.
—*Songs for Little People. Adapted.*

Stories

Course II

Much and More, *The Golden Goblet,* Stocking.
The Treasure in the House, *Tell Me Another Story,* Bailey.

DECEMBER

Pictures

Course I

From Primary Picture Set No. 1: Charles and His Mother; The Children's Friend (Jesus and the Children); Jesus Healing the Sick; Little Trot (Part 3).

Course II

From Primary Picture Set No. 2: O Give Thanks unto the Lord; The Heavenly Father's Children; Sharing the Feast.

Course III

From Primary Picture Set No. 3: Helping in the Home; My Teacher; Sharing Good Gifts; A Gift Which Pleased Jesus.

DECEMBER

Sessions 9–13

Instrumental Music

Course II

Music of Christmas Carols.

Course III

Shepherd's Music, *Messiah,* Handel (See Appendix III, Teacher's Textbook).

Christmas March, *Child Life in Music.*

Songs

Course I

Silent Night, *A First Book in Hymns and Worship; Songs for Little People; The Children's Hymnal*
The Friendly Beasts, *Song and Play for Children*
Away in a Manger, *Songs for Little People; A First Book in Hymns and Worship*

Course II

Shine Out, O Blessed Star, *Carols*
The Blessed Baby Jesus, *Song and Play for Children*
Under the Stars (sung to children)

Course III

Long, Long Ago in Bethlehem, *A First Book in Hymns and Worship*
A Christmas Sentence (response), *Worship Songs for Primaries*
Gifts of Love, *A First Book in Hymns and Worship*

Biblical Material

Course I

The Shepherd Story (Luke 2:8–12)
The Wise-men Story (Matthew 2:1–10)

Course II

To be read to the children: Matthew 2:1–11; Luke 2:1–20.

Course III

The Lord hath done great things for us, whereof we are glad.
O give thanks unto the Lord; for he is good.
God so loved the world that he gave his only begotten Son.

Every good gift and every perfect gift is from above, coming down from the Father.

Freely ye received, freely give.

Story Material

Additional Story Material

Up in the Belfry, Maynard (Beginners' Course, Plan 2, Midweek Period 12).

The Promise, *The Story Teller,* Lindsay; *The Second Year Mayflower Program Book,* Perkins and Danielson

The Golden Goblet, Stocking

The Child Who Wanted to See Santa Claus, *Tell Me Another Story,* Bailey

The Christmas Tree That Went Walking, Bailey (Appendix C, Teacher's Textbook, Course III)

Why the Chimes Rang, Alden

The Fir Tree, *Boston Collection of Kindergarten Stories*

Piccola, The Pine Tree, *Stories for Great Holidays,* Olcott

The Cratchetts' Christmas Dinner, Dickens, adapted by Bailey in *The Children's Hour* and by Colson in *The First Primary Book in Religion*

Christmas Pictures

The picture sets of the primary courses are rich in their Christmas subjects and beautiful in conception and coloring. The superintendent should make use of them for decoration and as an aid to worship.

Course I contains Care at Night, by Speakman (a shepherd watching his flocks under a night sky); Shepherds on the Hillside, by Speakman (the shepherds surprised by the light in the sky); The First Christmas, by Copping (the manger scene); and The Wise-men of the East (on the road to Bethlehem). Course II contains Ferruzzi's Madonna, Nativity, by Becker, and The Wise-men, by Becker (showing the arrival of the Magi at the door in Bethlehem). Course III contains The Arrival of the Shepherds, by Lerolle, Madonna and Child, by Murillo, The Visit of the Wise-men, by Hoffman.

JANUARY

Sessions 14–17

Instrumental Music

Course II

A Wordless Prayer, *Worship Songs for Sunday School and Home, Primaries*

In the Church, *ibid.*

L'Angelus, Gounod, *ibid.*

Reverence, *Song and Play for Children*

Songs

Course II

Our Heavenly Father, *Carols*

The Lord is Always Near, *Worship Songs for the Sunday School*

God is my Helper, *Song and Play for Children*

When the Winter Winds do Blow, *A First Book in Hymns and Worship* (also mentioned in Course III)

Winter Day, *Songs for Little People* (also mentioned in Course III)

For Sowing and Reaping, stanzas two and three, *Song and Play for Children*

Course III

The Playmate of Nazareth, No. 115, Showing Kindness at Home, No. 69, Our Big Helpers, No. 75 in *A First Book in Hymns and Worship*

When Jesus Was a Little Lad, *Song and Play for Children*

Enter into His Gates, No. 6, God's Gift of Day and Night, No. 21, God's Work, No. 24 — all from *Carols*

Winter Hymn, No. 108, *Songs for Little People*

For My Home and Friends I Thank Thee, Appendix B, Teacher's Textbook

Biblical Material

Course III

Every good gift and every perfect gift is from above, coming down from the Father (James 1:17a).

The Lord is nigh unto all them that call upon him (Psalm 145:18a).

Teach me thy way, O Lord (Psalm 86:11a).

We must obey God rather than men (Acts 5:29b).

Children, obey your parents in all things, for this is well-pleasing in the Lord (Colossians 3:20).

Honor thy father and thy mother (Exodus 20:12a).

Nature Verses for January and February

Winter: Praise ye the Lord—who covereth the heaven with clouds (Psalm 147:1a; 8).

Thou hast made summer and winter (Psalm 74:17b).

Snow and Ice: He casteth forth his ice like morsels (Psalm 147:17).

The waters hide themselves and become like stone: And the face of the deep is frozen (Job 38:30).

For he hath said to the snow, be thou on the earth (Job 37:6a).

He giveth snow like wool;

He scattereth the hoar frost like ashes (Psalm 147:16).

Rain: The Lord will open unto thee his good treasure, the heaven to give the rain unto thy land in its season (Deuteronomy 28:12).

Who giveth rain upon the earth, and sendeth waters upon the fields (Job 5:10).

He planteth a fir tree, and the rain doth nourish it (Isaiah 44:14b).

Be glad then, ye children of Zion, and rejoice in the Lord your God, for he causeth to come down for you the rain (Joel 2:23).

Poems

Course III

A Child's Thought of God, E. B. Browning; God's Providence, by Nancy Byrd Turner, in *A Child's Thought of God,* Clark and Gillespie; He Prayeth Best, Coleridge.

Stories

Course II

"Each Likes His Own Home Best," Christian Nurture Series; *A First Primary Book in Religion,* Colson; *The Little Child and the Heavenly Father,* Part Three; "The Little Traveler," *Mother Stories,* Lindsay; "Little Maid Hildegard," *The Story Teller,* Lindsay; "The King's Prayer and Answer," *Emergency Stories;* "Little Trot" (on prayer) Course 1, Part 1.

Pictures

Course I

From Primary Picture Set No. 1: The Home at Nazareth; The Good Samaritan; He Went About Doing Good (and other pictures of Jesus helping others); A Nazareth Carpenter Shop.

Course II

From Primary Picture Set No. 2: Home-Keeping Hearts Are Happiest; Making the Doll House Beautiful; A Man Who Remembered to Give Thanks.

Course III

From Primary Picture Set No. 3: The Childhood of Jesus; The Children's Friend; Winter; At Prayer.

FEBRUARY

Sessions 18–21

Instrumental Music

(See January)

Songs

Course II

Morning Hymn, *Songs for Little People;* Lord of the Sunlight, *Songs for Little People;* Friends, Pupil's Folder 21. *Worship and Conduct Songs for Beginners and Primaries,* Shields.

Course III

One Lovely Rule, No. 22, *Song and Play for Children.*

Stories

Course III

The Broken Flower-Pot, *Ethics for Children,* Cabot, also in Section III, this book, page 218.

Pictures

Course I

From Primary Picture Set No. 1: The Guest Room on the Roof; A Thankful Mother; Jesus Washing the Feet of His Disciples.

Course II

From Primary Picture Set No. 2: The Last Supper; The Good Shepherd; Isaac and the Wells.

Course III

From Primary Picture Set No. 3: Who Spilled the Milk?; The Boy Lincoln; George Washington.

MARCH

Sessions 22–26

Instrumental Music

Course II

A Wordless Prayer; In the Church; L'Angelus, Gounod; *Worship Songs for the Sunday School and Home, Primaries*

Course III

From *Worship Songs for Primaries,* Harp Song, page 32, The Robin, page 39, The Meadow Lark's Morning Song, page 42, L'Angelus, page 44, Festival March, page 50

From *Child Life in Music,* March of the Knights, page 3, Butterflies, page 51, Adagio B-flat, page 84

Songs

Course I

When Jesus Walked This Earth of Ours; Flowers Tell a Story; Blue Sky, Soft and Clear, *Song and Play for Children*

Hark, Hear the Bells on Easter Day, Folder 24

Listen to Our Easter Song, *Songs for Little People*

Course II

Tell Me the Stories of Jesus, *Song and Play for Children; A First Book in Hymns and Worship*

Jesus, Friend of Little Children; God is Love, *Songs for Little People*

Far Away in Old Judea (stanzas 1, 2, 3), *Song and Play for Children*

'Tis God Who Sends the Spring, *Melodies; A First Book in Hymns and Worship*

Department of Religious Education
First Methodist Episcopal Chu
Pasadena, California

Course III

Springtime, No. 28, 'Tis God Who Sends the Spring, No. 29, The Heavenly Father Feedeth Them, *Melodies*
Gifts of Love, No. 29, *A First Book in Hymns and Worship*
Easter Carol, No. 8, *Worship Songs for Primaries*

Biblical Material

Course III

Spring

He sendeth out his word and melteth them:
He causeth his wind to blow, and the waters flow (Psalm 147:18)
For, lo, the winter is past;
The rain is over and gone;
The flowers appear on the earth;
The time of the singing of birds is come (Song of Solomon 2:11, 12)

Sun, Moon and Stars.

And God made the two great lights; the greater light to rule by day, and the lesser light to rule by night: he made the stars also (Genesis 1:16).
The day is thine, the night also is thine:
Thou hast prepared the light and the sun (Psalm 74:16).
(O give thanks unto the Lord)
To him that made great lights;
For his loving kindness endureth forever;
The sun to rule by day;
For his loving kindness endureth forever;
The moon and stars to rule by night;
For his loving kindness endureth forever (Psalm 136:1, 7, 8, 9)
Truly the light is sweet, and a pleasant thing it is for the eyes to behold the sun (Ecclesiastes 11:7).

Stories

Course II

The Star Child, *Tell Me Another Story,* Bailey
The Sleeping Morning Glories, *A First Primary Book in Religion,* Colson
The Time of the Singing of Birds, *A Second Primary Book in Religion*
The Little Acorn, Wheelock (Same)

Course III

Coals of Fire (forgiveness) *Ethics for Children,* Cabot
The Boy Who Discovered Spring, *Why the Chimes Rang,* Alden

Pictures

Course I

From Primary Picture Set No. 1: The Sermon on the Mount; Spring; A Queer Cradle; The Triumphal Entry.

Course II

From Primary Picture Set No. 2: Jesus the Friendly Teacher; Springtime; The Easter Flowers; Jesus Rides into Jerusalem.

Course III

From Primary Picture Set No. 3: Medicine for Margery; Jesus Preaching in the Synagogue; The Forgiving Father; A Song of Spring.

APRIL

Sessions 27–30

Songs

Hark! hear the bells on Easter Day (Appendix, teacher's textbook, Part 2)

Blue Sky, Soft and Clear (Folder 27)

Course II

'Tis God who Sends the Spring, Folder 24, Part 2

The Alder by the River, *Songs for Little People*

Springtime, *Melodies*

An Easter Carol, *Worship Songs for Sunday School and Home*

For, lo, the Winter is Past, *Melodies*

Course III

World Friendship songs, used throughout this quarter:

God's Children Live in Many Lands, The Father's Care, *Song and Play for Children*

The Call of the Children, *Melodies*

Jesus Loves Little Children, *Carols*

Friends in China, Friends from Afar, *A First Book in Hymns and Worship*

Biblical Material

Course I

This is the day which the Lord hath made;
We will rejoice and be glad in it. — (Psalm 118:24).
I was glad when they said unto me,
Let us go into the house of the Lord. — (Psalm 122:1).
The Lord hath done great things for us,
Whereof we are glad. — (Psalm 126:3).

Oh sing unto the Lord a new song;
For he hath done marvelous things. — (Psalm 98:1).
For, lo, the winter is past;
The rain is over and gone;
The flowers appear on the earth;
The time of the singing of birds is come. — (Song of Solomon 2:12).

Course II

Biblical Material

He hath made everything beautiful in its time. — (Ecclesiastes 3:11).
The earth is the Lord's. — (Psalm 24:1a).
Let us love one another. — (1 John 4:7).
Be ye kind one to another. — (Ephesians 4:32).
Let us do good unto all. — (Galatians 6:10).

Course III

Missionary verses connected with the world friendship activities of this quarter.

All nations whom thou hast made shall come and worship before thee, O Lord;
And they shall glorify thy name (Psalm 86:9).
Teach me thy way, O Lord; I will walk in thy truth (Psalm 86:11a; Psalm 96:1–10; Psalm 100).
. . . And gathered out of the lands
From the east and from the west
From the north and from the south (Psalm 107:3; Psalm 117).
And he said unto them, Go ye into all the world and preach the gospel to the whole creation (Mark 16:15).
A new commandment I give unto you, that ye love one another (John 13:34a).
Forget not to show love unto strangers (Hebrews 13:2a).

Prayers and Poem about Prayer

Course I

Original prayer or prayer refrain
Sometimes I say an extra prayer, *Songs for Little People;* Dear God, I try to tell you, Folder 29

Stories

Course I

The First Easter (Emergency Stories, page 381)
The Song of Spring, Folder 39
A Good Caretaker (Emergency Stories)

Course II

The Secret of a Happy Kingdom, *The Pilgrim Elementary Teacher,* March 1921
The Little Seed, *Half a Hundred Stories,* Poulsson

Course III

(*Fellowship and Goodwill, Missionary.*)
The Boy with the Fur Cap, Bailey
How the Artist Forgot Four Colors, Applegarth
Pedro, the South American Banana Grower, Bryant
The Book that Cost Three Cocoanuts, Applegarth
Father Junipero Serro, Perkins
(*The last four are in The Second Year Mayflower Program Book,* Perkins and Danielson)
Afraid of the Dark (African), from *They Love Him, Too,* Hazeltine, also in *The Mayflower Program Book*
Raggedy Andrew, from *Knights of Service,* by Bradshaw
The Home of Friendship, from *World Friendship Projects,* Lobingier

Pictures

Course I

From Primary Picture Set No. 1: Spring; Helping the Fishermen; Miriam Watching Over Moses.

Course II

From Primary Picture Set No. 2: The Easter Lily; Caring for a Child Who Is Hurt; Flight into Egypt.

Course III

From Primary Picture Set No. 3: Easter Morning; The Boldness of Peter and John; Copping's Hope of the World (Course II).

MAY

Sessions 31–34

Songs

Course II

Springtime, *Melodies*
Lord of the Sunlight, *Songs for Little People*

Course III

[See those listed under April]

Bible Verses

Course III

[See those listed under April]

MAY

Stories

Course II

The Little Seed, *Half a Hundred Stories,* Poullson
The Little Traveler (For Mothers' Day), *Mother Stories,* Lindsay

Course III

[See those listed under April]

Pictures

Course I

From Primary Picture Set No. 1: The Children's Friend (Policeman and Lost Child); Busy Helpers; The Accident; David Playing before Saul; When a Shepherd Boy Helped a King.

Course II

From Primary Picture Set No. 2: Gardeners; Hill Beautiful.

Course III

From Primary Picture Set No. 3: World Children at Play; Friends from Far Away; In the Land of Cotton; A Village in Africa.

From Other Sources: Missionary pictures from Primary Picture Sets Nos. 1 and 2; Children of Many Lands (series of ten) *Child Welfare Association; Life of Christ Series,* Brown (twelve pictures illustrating incidents in life of Christ); Picture Sheet Series, Missionary Education Movement, New York.

(See further list in textbook.)

JUNE

Sessions 35–39

Songs

Course I

O come and let us worship
Tell me the Stories of Jesus, *First Book in Hymns and Worship*

Course II

Love One Another, Summer, *Melodies*
All Things Bright and Beautiful, Appendix B
A Garden Prayer, *Song and Play for Children*
Blessing on Effort, *Song Stories for the Sunday School*

Course III

[See world friendship songs listed in April]

Bible Verses

Course II

He hath made everything beautiful in its time (Ecclesiastes 3:11).
The earth is the Lord's (Psalm 24:1a).
Be ye kind one to another (Ephesians 4:32).
Let us do good unto all (Galatians 6:10).

Course III

[Verses listed in April]

Stories

Course II

How Cedric Became a Knight, *In Story Land,* Harrison
Little Trot, Colson, Course I, Part 1

JULY

Pictures

Course I

From Primary Picture Set No. 1: How a Shepherd Boy Helped a King; Jesus and the Children; Helping the Fishermen; Jesus Washing the Feet of his Disciples; He Went About Doing Good; The Carpenter Shop at Nazareth; The Sermon on the Mount; The Man at the Pool (for Session 36).

The Guest Room on the Roof; A Thankful Mother; An Important Little Girl (for Session 37).

A Letter from Paul; Little Trot (for Session 38).

Pictures of Jesus helping, as in 36; Busy Helpers; O God, How Wonderful Thou Art (Session 39).

From Beginner's Set No. 1: The Carpenter; The Careful Doctor (for Session 39).

Course II

From Primary Picture Set No. 2: David and Jonathan; David is Kind to Jonathan's Son; Blind Bartimæus.

WORSHIP MATERIAL LISTED FOR THE SUMMER QUARTER JULY, AUGUST, SEPTEMBER

JULY

Sessions 40–44

Instrumental Music

Course III

Adagio, Beethoven; Andante in A, Mozart; Prelude in A, Chopin; March of the Knights; In Stately Measure; The Shepherd Boy, *Child Life in Music*

Songs

Course I

Holy, holy, holy, Lord God of Hosts, *Song and Play for Children.*

Love Made the Daisy on the Hill, Dandelions in the Grass, Fair Are the Meadows, How Good to Lie a Little While, The World Is Such a Happy Place, *Songs for Little People.* This Is My Father's World, *Worship and Conduct Songs for Beginners and Primaries.*

Course II

The Children of One Father (See Appendix B).

The Father's Care, *Song and Play for Children.*

A Love Message, *Melodies,* or The Neidlinger School of Music, East Orange, New Jersey, in postal form.

Come Unto Me, *Melodies.*

Indian Cradle Song, *Songs in Season,* A. Flanagan Company, Chicago.

Eskimo; Japanese; Indian Lullaby, *Worship Songs for Primaries.*

Course III

America, Hymnal (Session 40)

Our Flag, *First Book in Hymns and Worship* (Session 40)

Summer, Teachers' Textbook, Course Two, Part Three, Appendix

All Things Bright and Beautiful, Teachers' Textbook, Course Two, Part Three (and most primary song books)

God's Love, *Worship Songs for Primaries,* Adams

Our Big Helpers, *A First Book in Hymns and Worship* (Session 44)

The Firemen, *Songs for a Little Child* (Session 44)

JULY

Biblical Material

Course I

23rd Psalm

God giveth us richly all things to enjoy (I Timothy 6:7).
Sing unto him, sing praises unto him.
Talk ye of all his marvelous works (I Chronicles 16:9).
He causeth his wind to blow
He causeth to come down for you the rain.
He hath made everything beautiful in its time (Ecclesiastes 3:11b).
The Lord hath done great things for us, whereof we are glad (Psalm 126:3).
Psalms 95:1; 98:1; 136:150.

Course II

O Lord, thou art our Father (Isaiah 64:8a).
Go to the whole world and proclaim the good news to all the creation (Mark 16:15, Goodspeed translation).[1]

Course III

Bear ye one another's burdens, and so fulfil the law of Christ (Galatians 6:2).
Blessed are the peacemakers: for they shall be called sons of God (Matthew 5:9).
In the beginning God created the heavens and the earth (Genesis 1:1).
Be content with what you have (Hebrews 13:5, Moffatt translation).[1]
For none of us liveth to himself (Romans 14:7).

[1] From *The New Testament, An American Translation,* by Edgar J. Goodspeed. Published by the University of Chicago Press. Used by permission.

Prayers

Course I

Everything speaks of you, dear God (Folder 42).
Thank You (Folder 44).
Original Prayers.[2]

Poems

Course I

God Gives so Many Lovely Things (Session 40).
Something Right Inside Me (Session 42).
God Sends the Rain (Session 43).
Who Has Seen the Wind? Christina Rossetti.
The Wind, Robert Louis Stevenson.

Course II

Indian Lullaby (Folder 41).
Friends (Session 40).
Indian Lullaby (Session 41).
Heigh ho! Daisies and Buttercups (Session 42).
Chinese Lullaby (Folder 43).

Course III

[See Folder Material]

Stories

(Supplemental)

The Lily's Message, Course I, Part II.
Who Owns the Mountain? Van Dyke.
Herman's Birthday Trip (see Section III, page 182).

Course II

[See additional story lists with Sessions 40–44 and list of story books in Appendix B].

[2] From *The New Testament, A New Translation*, by James Moffatt. Published by Doubleday, Doran & Company, Inc., New York. Used by permission.

AUGUST

Pictures

Course I

From Primary Set No. 1: O God, How Wonderful Thou Art!; The Cobweb after the Rain; A Cup of Water; When Visitors Come.

From Other Sources: Nature pictures; blue-prints.

Course II

From Primary Picture Set No. 1: Jesus and the Children; The Hope of the World; The Candy Vendor; Chinese Children; A School in Brittany; Hiawatha; Playtime at School; Fishing Through the Ice; Jesus Teaching from a Boat.

Course III

From Primary Picture Set No. 3: The Children's Hour; Happy Vacations; Friends of All; The Boy Jesus and His Friends on a Holiday; Helping in the Home.

From Other Sources: Children playing happily together; children helping and caring for younger children; with parents on outings, working in gardens.

Birds, flowers, butterflies, etc. (for Session 42).

Public buildings, streets, parks, public servants (for Session 43).

Map of town or community (for Session 44).

AUGUST

Sessions 45–48

Instrumental Music

Butterflies, The Joyous Farmer, *Collection of Rhythm* by Arnold; To a Wild Rose and To a Water Lily, MacDowell.

Songs

Course I

For Our Comrades and Our Plays (Third stanza of Can a Little Child Like Me?) *Songs for Little People.*

Golden Days, *The Children's Hymnal.*

All the Happy Children, *A First Book in Hymns and Worship.*

Course II

Summer (Appendix, Teacher's Textbook).

When Jesus Walked This Earth of Ours, *Song and Play for Children.*

The Fairest Time of All (Appendix and Folder 46).

In the Stillness of the Night (Folder 47).

All Things Bright and Beautiful (Part III).

A Summer Hymn, *Song and Play for Children.*

Friends of Jesus, (Folder 48). God's Love, Song of the Sea, *Worship Songs for Primaries.*

Course III

We Thank Thee (Course III, Part I, Appendix).

God's Work, *Carols.*

Summer, *Melodies.*

God's Love, *Worship Songs for Primaries.*

Meadow Flowers, *Melodies*

Dandelions in the Grass, The Extra Prayer, The Lord Hath Done Great Things for Us, Hymn of Thanks, All the Happy Children, The World's Music, *Songs for Little People.*

Biblical Material

Course I

A glad heart makes a cheerful face (Proverbs 15 : 13, Moffatt translation).

[1] From *The New Testament, A New Translation,* by James Moffatt. Published by Doubleday, Doran & Company, Inc., New York. Used by permission.

I will give thanks unto the Lord (Psalm 7:17).

Course II

The earth is the Lord's (Psalm 24:1a).
The Lord is thy keeper (Psalm 121:5a).
He careth for you (1 Peter 5:7b).
What time I am afraid, I will put my trust in thee (Psalm 56:3).
I am with thee and will keep thee whithersoever thou goest (Genesis 28:15a).
The earth is full of the loving-kindness of the Lord (Psalm 33:5b).
The day is thine and the night also is thine (Psalm 74:16a).
Forget not to show love unto strangers (Hebrews 13:2a).

Course III

And he healed many that were sick (Mark 1:34).
Bless the Lord — who healeth all thine iniquities (Psalm 103:2a, 3a).
Thou hast made summer and winter (Psalm 74:17b).
Consider the lilies of the field how they grow, they toil not, neither do they spin (Matthew 6:28).

Poems

Course II

Summer Colors (Folder 46).
It All Belongs to Me (Folder 46).
I hear God's Whisper in the Wind (Appendix A).

Course III

Selected Nature Poems.
The One Thousandth Psalm, by Edward Everett Hale (Session 47).

Supplemental Stories

Course I

Doing as They Pleased (see Section III, page 158).
A Rest and Change.

Pictures

Course I

From Primary Picture Set No. 1: Pictures of Jesus helping others; Daniel Choosing the Right Food; When Visitors Come.

Course II

From Primary Picture Set No. 2: Jesus Teaching from a Boat; Hill Beautiful; Twilight.

Course III

From Beginner's Set No. 2: The Careful Doctor.
From Primary Picture Set No. 1: He Went About Doing Good.
From Primary Picture Set No. 3: Medicine for Margery; The Children's Garden; Summer; Flowers of the Garden.

From Other Sources: Pictures of hospital, doctors, nurses; nature pictures.

SEPTEMBER

Sessions 49–52

Instrumental Music

(See August)

Songs

Course I

Welcome Songs suggested in Session 50, Appendix, and in song books given.

Course II

'Tis School Time (Appendix, Teacher's Textbook).
Friends (Part 2).
Friends of Jesus (Pupil's Folder 48).
Faithful and Steady, *Song and Play for Children.*
A Morning Hymn (Pupil's Folder 37).

Course III

Praise; God's Work; Wind, Sun and Rain, *Carols;* Morning and Evening, *Melodies.*

Scripture Songs: The Sea is His; He Hath Made Everything Beautiful; O Give Thanks Unto the Lord; Summer; Meadow Flowers, *Melodies;* When Jesus Was a Little Lad, *Song and Play for Children.*

Biblical Material

Course I

And Jesus advanced in wisdom and stature (Luke 2:52).

My little children, let us not love in word neither with the tongue, but in deed and truth (I John 3:18).

All verses used during the year connected with the review of the year's activities.

Course II

A friend loveth at all times (Proverbs 17:17a).

Be ye kind one to another (Ephesians 4:32a).

Whatever ye would that men should do unto you, even so do ye also unto them (Matthew 7:12).

A new commandment I give unto you, that ye love one another (John 13:34).

Course III

(See Notes)

Genesis 1:1, 11, 12; Joel 2:23c; Matthew 6:26c; Ecclesiastes 3:11a; Proverbs 20:11a; I John 3:22b; Psalms 74:16, 17b; 86:11a; 95:1; 118:19c; 147:1a, 8, 18c.

Poetry

Course II

September (Folder 52).

Pictures

Course I

From Primary Picture Set No. 1: At School in Nazareth; The Boy Jesus in the Temple; The Nazareth House; A Carpenter Shop in Nazareth.

Story pictures used throughout the year.

Course II

From Primary Picture Set No. 2: Boy holding up small boy at drinking fountain; The Hurt Child; Isaac and the Wells; David and Jonathan; David and Mephibosheth; The Friendly Teacher; Children Giving a Party.

Those connected with review of activities of the year.

Course III

From Primary Picture Set No. 3: Flowers of the Garden; Daisy Time.

Story pictures used during the year.

From Other Sources: Flowers; humming birds, butterflies, bees and other insects which help in the work of pollenization.

SECTION II

SAMPLE WORSHIP SERVICES

October–June

Which bring together, into a departmental worship program for each month, suggestions from the three textbooks.

SECTION II

SAMPLE WORSHIP SERVICES

Building a Worship Service

We worship through the use of the familiar. The superintendent will bear this in mind as she makes out her worship service each week. It is to help her to know what is becoming familiar in the different classes that the foregoing notes have been given. As she studies them week by week, with her own children in mind, she will select that material which has been already in use in some class; or, if anything new is introduced, that which in some way relates to the experiences she knows her children are having.

Because the class work in each group will differ from that of others, it would be useless to try to reach each school with printed services, cut and dried, with every step outlined. It is possible, however, to give sample services which will serve to show how worship material culled from the three textbooks can be used, and how the experiences of the three groups may be welded into a common worship experience.

One sample service is given for each month. These should be studied having in mind the activities and necessary material already a part of the children's experiences. In making out one's own services, there are always these points to remember:

1. The purpose of a service of worship in a Primary Department is to help the children to feel God's nearness, power and love, and to want to do his will.

2. The service is the children's, not yours. It is to help them — all of them — to worship; therefore, the thought of each group should be represented in some part of the program.

3. We worship through use of the familiar; therefore, each bit of material used should be familiar to some group.

In order that music, both instrumental and song, may become familiar and so an aid to worship, there should be a certain part of the departmental period set aside for appreciation of new material and practice in the use of it. This is often cared for in a presession period. Sometimes the assembly period is divided, the first part being used for fellowship, informal greetings, conversation, the introduction of new material as a preparation for worship; the second part, for worship in its truer sense of praise, prayer and quiet listening. (See services for April, May, June.)

In the Beginners' department worship may come at any time, induced by a beautiful picture, a ray of sunshine, or the fragrance of a flower, by conversation or play or song. Such moments are not long sustained, but the worship experience may nevertheless be real.

The first service outlined in this book is for the first Sunday in October. Since the aim of the entire department on that day is to make the little first-grade class, just entering from the Beginners' department, feel at home in their new surroundings, the service is informal and conversational; and while it uses songs and pictures with which these new children have long been familiar, it introduces them to ways practiced and songs sung which will later, as well as at present, make them feel at home in the new department.

Another principle to remember in planning a service of worship is this:

4. The progression in a worship service is like that in a story; it advances, step by step, toward a climax, then comes to a swift conclusion.

The climax in the October service is the *prayer* which should express the children's happiness and content in their church home. A *story* which arouses an emotion and lifts one to a high plane is often the climax, and the brief prayer which follows expresses for all an aspiration newly born. It may be a *song* which is the expression of the group's thought and feeling. (See services for December, March and April.) At other times it is an *act,* like that of sharing, which strikes the high point. (See May service.)

For the theory of Primary children's worship, see Clara

Blashfield's *Worship in the Primary Department* (a Standard Leadership Training Course unit) and the section on Worship in the International Standards for the Primary Department, prepared by the International Council of Religious Education.

A WORSHIP SERVICE FOR THE FIRST SUNDAY IN OCTOBER

Aim: To help the newcomers feel at home, members of a happy fellowship.

NOTE: These children have been accustomed, in the beginners' department, to much informality. Continue this as far as possible, that they may not feel the break. Have favorite pictures from the beginners' set about, and encourage examination of them.

The September lessons of Course I provide for the definite undertaking by the old first grade — now the second grade — of the task of making the new first-grade children happy in their surroundings. Suggestions include making or learning a welcome song, coming early to greet the newcomers, making bouquets of flowers to present, giving up the front seats to them. If it is possible for such plans to be made among the older children there will be no doubt about the happy start for all on the year's work. This service takes account of such plans.

Greetings and Informal Conversation

If new children arrive early, greet them and talk informally with them, let them explore the room and introduce them to their class teacher.

Instrumental Music

"Sabbath Morning Bells" (*Songs for Little People*), played softly, accenting the rhythm, while late children are being greeted, and all take their seats.

LEADER: Does the music make you think of something? Listen again and tell me what you hear. (Repeat first two or four lines to the music.) The bells in the church call us, and the piano calls, to God's house.

We who have come to this room before wanted especially to come this morning. I wonder if all of you in the front rows have been waiting for this Sunday as the rest of us have. Last week we said, "Next Sunday we shall have the new children with us!" And now next Sunday is here, and we are as glad as we can be! Should you like me to tell you a story about some children like you?

Story. The First Sunday (*see Section III, page 155*)

After the Story

LEADER (*to first grade*): Is there anything in this Sunday school like the one in the story? (*If children do not answer point to the pictures.*) Should you like to look at the pictures, as the new children did in the story? (First-grade children go to screens and select old favorites. Second-grade children get the flowers they have arranged and present them.)

LEADER: That was like the story, too, wasn't it? (*To second grade.*) Have you a welcome song, too, like the children in the story?

Welcome Song

LEADER (*to first grade*): Perhaps you have a song you could sing for us?

(*A teacher should be present who is prepared to lead them in one or two of the songs learned in the beginners' department, that they may have the satisfaction of contributing something. Older children who know the songs will join in.*)

LEADER: Do you like the primary room? What do you like about it? (*Let the children tell.*) We wonder if you will like our favorite songs as we like yours. Perhaps the older children will sing some to you.

Songs

LEADER: You remember about the big box that Jesus used to put his money in when he was a little boy and went to church? We have a box at the door for our gifts, too. We put them in when we first come, to share with other children. Then when all we have brought is put in we talk to God. We tell him it is

to say " thank you " for all he has done for us to make us happy. Mary (Tom), will you bring the box to the front? (*Let children who have not given their offerings put theirs in now.*) We have a song we sing, too, like the children in the story. The older children will remember it.

Offering Song

LEADER: Now shall we talk to the heavenly Father again like the children in the story? They told him all about why they were happy. They told him how they wanted him to help them. Have we as many things to thank him for and to ask him as they had? What are you glad about today, Harold (Ellen)? (*Get suggestions for prayer.*) The children in the story bowed their heads when they spoke to God. Shall we?

Prayer

(*Made from children's suggestions.*)

Prayer Response

Music of " Father in Heaven " (*Songs for Little People*) or " Our Father Who Art in Heaven " (*Primary Worship Programs,* Chapin).

LEADER: The children in the story went to their classes then. Do you remember what they talked about? We will go to our classes now and perhaps you will be able to make some plans, too.

Music

(*As the children pass to classes*)

A WORSHIP SERVICE FOR THE SECOND SUNDAY IN NOVEMBER

The second Sunday is chosen, that superintendents may refer back to the first and note how material used *on that and earlier Sundays is used.*

Aim: To help the children to want to express appreciation

for God's love and care (especially as shown through parents), through coöperation and cheerful obedience in the home.

Materials: Song books: *Songs for Little People, Carols, Melodies.*

Pictures: A church; The Angelus, and Jesus in the Temple (Picture Set No. 3), O Give Thanks unto the Lord (Picture Set No. 2).

Quiet Music

Music of "The Church"[1] or "God is in His Holy Temple,[2] followed by music of "Enter into his gates with thanksgiving"[3] (carried over from October).

Conversation with Pictures

SUPERINTENDENT: Does the music make you think of any of the pictures? (*Show "Christ in the Temple."*) The third grade will remember how glad Jesus was to go to his church, and what the people said as they went into it — "I was glad when they said unto me, Let us go to the house of the Lord."

I was glad, too, this morning when I came here. Some of you were here to help get the room ready, and that made me glad. I looked about at the pretty (frieze, bulbs, or other decorations furnished by the children), and that made me glad. The flowers are so pretty they made me feel like singing about the one who makes them grow. Who is it? Shall we sing about them?

SONG: "Each little flower that opens.[1]

SUPERINTENDENT: Let us "give thanks unto the Lord" for the flowers, with another song.

SONG (*first stanza*): "We Thank Thee."[2]

SUPERINTENDENT (*showing picture, "O Give Thanks unto the Lord"*): These people felt like saying thank you, too. What are they doing, to show God they are thankful? Does the second grade remember what they are saying about the great things the Lord has done for them? Can you say it?

[1] *Songs for Little People*, Danielson and Conant.
[2] *Melodies*, Leyda Publishing Co.
[3] Appendix, teacher's textbook, Course III.

ALL: "The Lord hath done great things for us; whereof we are glad."

SUPERINTENDENT: We are glad, too, for all he does. Can we thank him as those people did, by bringing gifts to share with others?

Offering

SUPERINTENDENT: As (Frank) holds the baskets with the money we are sending to some of God's other children, will you hold the picture (Mildred)? We will think about our gifts, and sing the words we just said.

SONG AND BRIEF PRAYER: We bring our gifts, dear Father, with our love. May they make some other children glad, as you have made us glad. Amen.

SUPERINTENDENT: This month people all over our country are thinking of all God gives them to keep them well and happy. The President has set a special day for thanks-giving. In our Sunday school we shall have a special service. Some of you are planning what shall be in that service. The second grade has made a chart to remind them of gifts for which to thank the heavenly Father.

(*Ask a second-grade child to hold it and another to point out the various pictures.*)

How many things there are to make us happy! "The earth is full of God's loving kindness."

(*Go through the items on the chart, beginning with food and ending with friends, families, parents, suggesting that the children respond after each, "The earth is full of his loving kindness."*)

He gives us food to eat and water to drink, that we may be strong and grow.

"The earth is full of his loving kindness."

He makes the trees grow in the forest, and the wood makes our houses. His coal is in the ground to keep us warm.

"The earth is full of his loving kindness."

He has his helpers everywhere (*policemen, teachers, farmers — whatever pictures of helpers there are. Let the first grade name some*).

"The earth is full of his loving kindness."

But of all the helpers he has to keep children safe and well and happy, our mothers and fathers are the best. Yes,

"The earth is full of his loving kindness."

We have a song that says it, too. Shall we stand and sing about his care?

SONG: "How strong and sweet my Father's care."[1]

Introduction to Story

"He cares for me." He cares for us so much that he plans that we shall have fathers and mothers to show us his care. Sometimes they give us something to do which we don't like. Sometimes they make rules for us which we find hard to keep. I have a story about two children who did not understand at first why their parents made rules for them, or why keeping them made any difference.

Story. Doing As They Pleased. (*See Section III, page 158.*)

Prayer

(*For help to work with parents*)

Music

(*As children pass to classes quietly*)

A WORSHIP SERVICE FOR THE SECOND SUNDAY IN DECEMBER

(Based on suggestions given for Sessions 9 and 10 in the three textbooks.)

Aim: To teach a new Christmas song through a worshipful presentation of the Christmas story as told in music and poetry; to create a desire to show love for the little Jesus through giving.

Pictures on screens for atmosphere and for study: Care at Night, Shepherds on the Hillside, The First Christmas (Course

[1] *Songs for Little People.*

I); Ferruzzi's Madonna, Nativity (Course II); The Arrival of the Shepherds, Madonna and Child (Course III).

NOTE: If the leader of the service cannot sing the song and none of the children know the words, she should arrange to have an assistant or other soloist sing the verses as they are introduced. Music and words are printed on Folder 9 of Course I. Let the children who come early sing familiar Christmas songs.

Quiet Music, "Silent Night"

SUPERINTENDENT: What story has the music been telling us? (*Children tell.*) Should you like to hear a new song about that Christmas night? Then I shall tell the story of it first. You will see how the song comes into the story, and at the end perhaps you can sing parts of it with me.

Story, Wind in the Olive Trees

(*See Section III, page 162*)

Song and Pictures

SUPERINTENDENT: If Miss B. and I sing the whole song together, you can help with the parts you know. (*Entire song sung.*) Why is it that we like to hear the stories and look at the pictures of the baby Jesus? (*Children answer.*)

(*Show picture of Jesus helping others.*)

SUPERINTENDENT: We love him for what he did when he was grown. The shepherds on the hillside heard, "Behold I bring you good tidings of great joy *which shall be to all people.*" Jesus came to show God's love to all people everywhere. His birthday makes us remember this especially and want everybody to be as glad as we are.

What are the children in the first grade doing to show love on his birthday?

Christmas Enterprises Explained

(*First-grade children tell plans; then leader asks how second- and third-grade children are trying to have others share the joy*

of Christ's coming. If the second grade made decorations for the room last week, they will be commented upon. If the first grade needs the help of the others in their projects of playing Santa Claus to others, or decorating a Christmas tree, or the third grade wants help in carol singing at hospitals, now is the time for the request to be made.)

Songs and Poem

SUPERINTENDENT: There is a song about the animals who were in the stable that first Christmas night. The song is like a story of how all the animals there loved the baby Jesus so much that they were glad to give him what they could. ("The Friendly Beasts" *is sung by the children, if they know it, and if there is time.*)

SUPERINTENDENT: Somebody once was thinking of what she could give to show her love for the little Jesus. She thought of the shepherds who might have brought little lambs; she thought of kings and Wise-men who could bring rich gifts. She was poor. She thought she had no gift until she remembered that she had a heart full of love to bring him. This is what she wrote: (*Quote "What Can I Give Him," by Rossetti.*)

Offering

Introduction to offering prayer: "We have brought money to help other children to know about Jesus. Are we bringing, too, hearts full of love?

Prayer: "Dear Father, we love you! We love you for sending the baby Jesus to us. We love you for making Christmas such a happy time. If we could have gone to the manger that first Christmas night, we should have wanted to bring gifts to the baby Jesus. We bring them now — our money for others, and our hearts full of love for him."

(*Sing softly* "What Can I Give Him?")

Music

(*As the children pass quietly to classes*)

A WORSHIP SERVICE FOR THE THIRD SUNDAY IN JANUARY

Theme: Obedience as a way of coöperating (1) with God in his care for us, (2) with parents in a joint effort to make a happy home.

Pictures of the boy Jesus from Primary Sets No. 1 and 3 should be in evidence.

Instrumental Music

"In the Church," *Worship Songs for Sunday School and Home, Primaries,* Adams; or "Reverence," *Song and Play for Children,* Danielson and Conant.

Appreciation of Music

Did you listen to the music Miss S. played? Listen again and then we will tell each other of what the music makes us think. (*Music is played softly again.*)

What did it make you think of, J.–? L–? (*Get responses.*) I wonder what the man who composed the music was thinking. The name of it makes me believe he was thinking about church. Perhaps he was remembering what a beautiful place it is, with sunshine coming through the windows and the music sounding. Perhaps he was thinking what a quiet place it is when the people are all praying to the heavenly Father. Perhaps he was thinking of all the happy things that make the people want to speak and sing to the heavenly Father. What are some of these that you think of today? (*Children answer.*) Shall we sing about them and then say "Thank you" for them?

Songs

"Winter Day,"[1] "When the Winter Winds Do Blow,"[2] *or others familiar to the children.*

[1] *Songs for Little People.*
[2] *A First Book in Hymns and Worship.*

Offering and Prayer Song

We have a song which thanks God for some of these things, and we have another way of thanking him — by sharing what we have with others, as he wants us to. Shall we bring the gifts and sing the "thank you" song?

Song

"Father, we thank thee for the night" ("Morning Hymn," *Songs for Little People,* Danielson and Conant).

Introduction to Second Prayer Song

That song is like a prayer. It says "thank you," and then asks God to help us do the things we should. Some of you have been thinking of what Jesus was like when he was a boy. The pictures on the screen will remind us. How did he "honor" his father and mother? Do you think he wanted to help them make a happy home? Would it be as happy if he were sick? Then what would he do when they told him how to keep well? Would it have been a happy home if he got into danger? Then what would he do if they told him how to keep safe? Would it be a happy home if he didn't do his share to make it happy? What do you think is a child's share in making homes happy?

Let us think of home as we sing our other prayer songs, asking God to make us like Jesus.

Song

Second stanza of "Father in Heaven," *Songs for Little People.*

Introduction to Story

I have a story about a boy who didn't understand at first that when his father and mother told him what to do they were trying to take care of him. He didn't understand at first that what he did or did not do helped to make a happy or an unhappy home.

Story, When the Merrymakers Came

None of us liveth to himself

(*See Section III, Page 164*)

Prayer

Dear Father, help us to remember that what we do makes not only ourselves but those who love us glad or sorry, that we cannot live to ourselves alone. Help us remember that fathers and mothers are given us to teach us, to care for us, to direct us. Help us want to obey those who are trying to keep us safe and well. Help us do our share in making happy homes. Amen.

Music

(*As the children pass to classes*)

A WORSHIP SERVICE FOR THE SECOND OR THIRD SUNDAY IN FEBRUARY

Aim: To strengthen the children's desire to be helpful and dependable at home (Courses I and II), to act honestly and to speak the truth (Course III).

Pictures: The Angelus (Primary Picture Set No. 3) in the most prominent position; those used in the three classes the last few Sundays depicting Jesus as a boy in his home, children helping at home, parents and children.

Instrumental Music: "A Wordless Prayer" or "L'Angelus" (both mentioned last month, found in *Worship Songs for the Sunday School and Home, Primaries,* by Mrs. Crosby Adams).

Pictures, Music and Conversation

There are pictures on the screen which you have seen before. They tell us stories. Music tells us stories, too, if we know how to listen. The music which Miss —— will play for us will perhaps tell you the same story as one of the pictures. Let us

look at them while she is playing and see if one seems to fit the music.

("The Angelus" *may be mentioned.*) What are the people doing in the picture? How do they happen to be praying now? Was there anything to remind them? (*Let the children point out the church in the picture, and explain, if they do not know, about the evening call to prayer.*)

What had the people been doing when the church bell reminded them? What kind of day do you think it had been? What do you think they are saying in their prayers? Perhaps they are saying a prayer they have said before. Perhaps they have something special to ask of God. Perhaps they are saying an "extra prayer" like the child in this poem. (*Read from Folder 17 in* Course III, *mentioned in January notes.*)

"Sometimes I say an extra prayer,
Besides the one for which I kneel;
I stand and look up at the stars,
And tell our Father how I feel.

"I do not ask for anything;
I just feel happy, through and through;
I let my heart give thanks and sing,
Till all the world seems good and true."

(*Songs for Little People*)

Do you ever feel like that? (*Turn to picture again.*) Perhaps these people are saying "Thank you" for all that has happened to them. "It is a good thing to give thanks unto the Lord." For what could they thank him? (*Answers.*) Shall we sing some songs of thanks? (*Familiar song.*) Perhaps the people in the picture are thinking of their homes and asking God to help them about something. He can help us better when he knows we want his help. Should you like to think of what you have been trying to do to help at home, and then bow your heads like the people in the picture while we speak to God about it?

Are the first-grade children trying to do something special? (*Draw out responses about dependability notes or other efforts.*)

What are the second-grade children trying to do that we can think about in our prayer? (*Draw out specific suggestions concerning the Home Maker project.*)

And in the third grade I know you have been thinking about certain things that are hard to do. What would some of you older boys and girls suggest about them to bring into our prayer? (*Get responses from the children. Remember that in the third grade they have been thinking about prayer and how to pray, and that the present teaching unit tries to "strengthen attitudes of self-control with regard to property rights and honest dealing." The class has discussed the Golden Rule.*)

Let us speak to God about these things we are trying to do to please him.

Prayer

(*The following is merely suggestive, to show how possible responses from all grades may be brought in.*)

Dear Father, we thank thee for all thou hast done for us. We thank thee for putting us in homes with loving fathers and mothers and brothers and sisters. Help us do our part in our homes, to show our love. We know we can help. We know that "even a child maketh himself known by his doings." Help us remember that we want to do our part, and that when we do we are pleasing thee. Whatever work is given us, may our families be able to depend on us to do it. Help us find new ways to make our homes happy.

And dear Father, we are trying to remember to do unto others what we would like them to do unto us. Help us to remember the rule. Help us to be honest, to keep only what belongs to us, and to tell the truth at all times.

We ask these things because we love Jesus and want to be like him. Amen.

Familiar Song

Introduction to Story

In our prayer we asked God to help us do our part in our homes. I have a story about a boy who wanted to do his share and have a special place in his home, but at first could not seem to find it. Shall I tell you how he found it?

Story, How Timothy Found His Place

(*See Section III, page 168*)

After the Story

All over the world there are children trying to please their mothers and fathers and to show that they can be trusted. It is as hard for them, sometimes, to do what God wants them to, as it is for us. They need the same kind of help from God that we do. Our money gifts send teachers to tell them how God wants them to live and how he will help them, if they try to do their best. Shall we bring our offering now, and think about them as well as ourselves, while we sing, "Father in heaven, help thy little children"?

Offering and Prayer Song

"Father in heaven, help thy little children
To please thee ever in their work and play.
Help them to be truthful, gentle, kind and loving,
To be like Jesus and follow him alway."
(*Songs for Little People*)

Music

(*As children pass to classes*)

A WORSHIP SERVICE FOR THE SECOND SUNDAY IN MARCH

(Note how the items of the service and the ideas in the story coördinate the thought of the three grades and make use, for the most part, of material familiar to one or more of the groups.)

Aim: To help the children to a deeper love for Jesus as their teacher and a greater desire to want to act as he taught.

Pictures on the screen: Christ Blessing Little Children, The Sermon on the Mount, Spring, Picture Set, Course I; The Song of Spring, Picture Set, Course III.

Quiet Music

"When Jesus Walked This Earth of Ours," *Song and Play for Children;* "God Is Love," *Songs for Little People.*

LEADER: What does the music make you think of? (*If these songs are familiar, the children will talk about the flowers, the returning birds. If it is not, after listening to each, sing or have an assistant sing the words softly. If the words are familiar, let the children sing* "God Is Love.") How are the songs like the pictures? (*The first grade have had the story of the flowers that helped Jesus tell of God's care. The second grade, using the same picture, have called it,* "Jesus the Friendly Teacher." *Ask what they think Jesus is talking about in the picture, and use the verses as they respond,* "Your heavenly Father knoweth that ye have need of all these things," "Your heavenly Father feedeth them," "He careth for you.")

Song

"He Cares for Me," *Songs for Little People.*

Introduction to Offering and Prayer

LEADER: When we bring our offering let us speak to the heavenly Father. Let us tell him in our prayers of everything which makes us glad just now. We will bow our heads and sing "Father, we thank thee" after each thing that you mention.

Prayer and Responses

(*Children's suggestions with response after each*)

Offering Song or Verse

"Since my heavenly Father
Gives me everything,
Lovingly and gladly
Now my gifts I bring."

(*Songs for Little People*)

LEADER (*holding pictures, The Sermon on the Mount and Christ Blessing Little Children*): Did Jesus teach his friends anything else besides how God cared for them? (*Second and third grade should respond.*) Does God care how we act? What do you think he might be telling his friends about what God wanted them to do? Sometimes Jesus did not need to *say* anything but his friends could tell by watching him how God wants people to act. What did he do when he saw somebody in trouble? What did he do when people were unkind to him? How his friends must have loved him! Mustn't it have been wonderful to have him for a teacher as these children did? Let us bow our heads and sing the song that says we'd like him for our teacher.

Prayer Song

"Jesus, friend of little children,
Be a friend to me.
Take my hand and ever keep me
Close to thee.

"Teach me how to grow in goodness
Daily as I grow;
Thou hast been a child and surely
Thou dost know."

(*Songs for Little People*)

Introduction to Story

I have a story about two boys. Try to find out as you listen which boy acted the most like Jesus.

Story, When Tom Did Something Hard

(*See Section III, page 171*)

After the Story

LEADER: Perhaps, in your classes, you will like to talk about how these two boys acted, and how you think you might have felt in their places, and which boy acted more like Jesus.

On one of your folders is a prayer. After I have read it, let us sing our prayer-song.

A Prayer for My Playmates

(Page 6, Folder 22, Course II.)

Prayer-Song

"Father in heaven, help thy little children
To please thee ever in their work and play;
Help them to be truthful, gentle, kind and loving,
To be like Jesus, and follow him alway."

(*Songs for Little People*)

Music

(*As children pass to classes*)

A WORSHIP SERVICE FOR THE THIRD SUNDAY IN APRIL

The Theme

The period as here outlined will be divided into two parts: (1) the preparation for worship, in which the children, through pictures and recall of stories, focus their thoughts on Jesus; and (2) the worship itself. In the first part, which is more instructional, conversation and teaching of the song, "Tell Me the Stories of Jesus," bring together the different emphases in the three courses during the last few weeks. Briefly (third-grade emphasis), all the stories of Jesus show him doing good work in the world and teaching us how to carry on this work; (second-grade emphasis) Jesus was quick to meet every need he saw with loving help; and (first-grade emphasis) his ability to help so much and to teach so well about God's love and care came from his keeping close to God, thinking of him constantly and talking to him in prayer.

The second part gives the children opportunity to praise God for all he has done, to think, to listen to prayerful music and to pray.

Pictures

Have on the screens pictures of Jesus' helpfulness from the second- and third-year primary sets, which will illustrate "scenes by the wayside," "tales of the sea" (helping the fishermen); pictures with the children as they "stood round his knee" and as they were "waving a branch of the palm tree"; pictures showing "the sparrow that twitters" and "the sweet meadowside lily," helping Jesus to give the message of God's love and care. The last two are in the first-year primary set, The Sermon on the Mount, and Your Heavenly Father Feedeth Them.

Have also Copping's Hope of the World and Caring for a Child who is Hurt, from the second-year set.

Preparation for Worship

As the children gather, have the music of "Tell Me the Stories of Jesus" played softly. If they linger over the pictures on the screen, let the pianist change to something which will be recognized as a call to go quietly to their chairs.

If the music of "Tell Me the Stories of Jesus" is familiar, proceed as follows. (If it is not familiar simply say that what the pianist first played was a song called "Tell Me the Stories of Jesus," and continue.)

LEADER: Did you know what song Miss —— was playing when you came in? (*Show Copping's Hope of the World.*) The man that drew this picture liked to think of children of all countries as knowing Jesus and being loved by him. Why do children all over the world like to hear the stories about Jesus? (*Answers.*)

The man who wrote the song surely liked them. He wanted to hear the stories he would ask Jesus to tell him if Jesus were here. He wanted to hear what happened along the wayside on the roads he traveled; he wanted to hear stories of the sea. What story of the sea can you think of that you like to hear? (*Children answer, with aid of pictures.*) This is what he wrote.

(*Sing, or have assistant sing, or let children, if they know it, sing first stanza.*)

This must have been one of his favorite stories (*show "Christ Blessing Little Children," first-year set*). He liked to pretend he was one of the children being blessed or made happy by Jesus. He knew Jesus' words would be full of kindness. He knew that whatever Jesus did would be good. He called it "full of grace." He knew Jesus' face would be just shining with love. He wanted to hear that story first of all.

(*Continue with second stanza, as with the first.*)

If the man that made the song had been one of the children, he would have liked to be somewhere else with Jesus and the children. (*Show "The First Palm Sunday," and let children tell the story. Sing the third stanza of the song. Do not touch the fourth but skip to the one beginning, "Tell how the sparrow that twitters," which will probably be unfamiliar. Show pictures from first year set, "Your Heavenly Father Feedeth Them," and "The Sermon on the Mount."*)

This song writer loved the stories of Jesus. We all do. We like them particularly because they tell us how God loves us and meant us to love each other. Do you remember how the birds and lilies helped Jesus to tell of his care? (*Answers.*) This is what the song says: (*Sing or have assistant sing*):

"Tell how the sparrow that twitters
On yonder tree
And the sweet meadowside lily
May speak to me.
Give me their message,
For I would hear
How Jesus taught us
Our Father's care." [1]

(*If desirable let the children rise and try to sing all four stanzas.*)

Do the stories make you want to be like Jesus, helpful, loving and kind? How did Jesus know so well what the heavenly

[1] Copyright. By permission of the National Sunday School Union.

Father wanted? How was he able to help people so much — how did he get strength and power? (*Answers.*)

Does God give children any chances to help people? Think of your home and tell what they are. Think of the playground — of school. If God didn't expect Jesus to do his work alone, he doesn't expect us to carry on the work alone. Jesus taught us how to keep close to the heavenly Father.

Shall we try to get close to him now? Miss ——'s music will help us. Then we will sing songs about him, and say verses about him. We will tell him we want to keep near him because we want him to help us as he helped Jesus. And we will tell him we want to be like Jesus, to help others — to be gentle, kind and loving.

The Worship

Instrumental Music

L'Angelus, *Worship Songs for the Sunday School and Home,* Adams.

The Father's Care, *Song and Play for Children.*

Verse (*sung by children or spoken by leader*):

"All the little children,
Wherever they may be,
In this land of sunshine
Or far across the sea,
Have a loving Father,
Who with tender care
Watches o'er the children,
Here and everywhere."
(*Song and Play for Children*)

Scripture

LEADER: The Lord hath done great things for us,
CHILDREN: Whereof we are glad.

Praise Song

"Can a Little Child Like Me?"

Scripture

LEADER: "Your heavenly Father knoweth ye have need of all these things." "He careth for you." The springtime reminds us everywhere of his care. "He hath made everything beautiful in its time."

Song

"'Tis God Who Sends the Spring" or "The Alder by the River" (all stanzas) or a similar one which the children know.

Prayer

LEADER: Let us talk to God now. After I have finished speaking for us, let us keep our eyes still closed and think. Miss —— will play some music which is called "A Wordless Prayer" — a little prayer without any words. While she plays it, let us think about God — about how he loves us and wants us to be like Jesus. Let us think about what we can do to help at home, in school, at play.

Dear Father, we love to think about you. We feel nearer you when we do. You are so good and great, we like to think of all you do for us, and thank you. We like to think of all Jesus taught about you, your love and care, how you want us to be good, to help whenever we can. We love you and want to be like Jesus. Please help us. Amen.

Instrumental Music

"A Wordless Prayer," *Worship Songs for the Sunday School and Home.*

Closing Prayer

(Sung at the end of preceding music):

"Father in heaven, help thy little children
To please thee ever in their work and play;
Help them to be truthful, gentle, kind and loving,
To be like Jesus, and follow him alway."

(*Songs for Little People*)

Music

(*As children pass to classes*)

A MAY SERVICE FOR WORSHIP AND FELLOWSHIP

Materials and Aids to Worship and Conversation

Growing Plants: (Window-boxes mentioned in Course II; growing bulbs or flowers mentioned in Course III, in previous notes.)

Pictures: Gardens; children watering plants; Plockhorst's The Children's Friend, Primary Set No. 1; Copping's The Hope of the World, Primary Picture Set No. 2; adults and older children caring for young children; American children showing friendliness to foreign or colored child.

Fellowship Period

(Leading to worship)

Instrumental Music

"The Lark."

"Spring Song," or other happy spring music.

Greetings and Conversation

(Informal, leader connecting music with the season and encouraging reports of spring discoveries and the sharing of such experiences as nature hikes or excursions to parks.)

Song

"'Tis God Who Sends the Spring," *Melodies.* (To be introduced, or to be sung if familiar.)

Conversation About Gardens

(If the children have started window-boxes or have growing plants, gather about them to observe the growth since last week, and to sing.)

Suggested Songs

"Each little flower that opens," *Songs for Little People,* Danielson and Conant.

"Here, Lord, We Make Our Garden," *Song and Play for Children,* Danielson and Conant.

"Blessings on Effort," *Song Stories for the Sunday School,* Hill.

Conversation

The first of the songs above may recall the verse, "He hath made everything beautiful in its time." After this has been sung as a song of praise, bring out through questions how God depends on us to help make our gardens lovely. Let the other type of song, which the last two represent, be suggested by the children's answers as to how they can help.

Picture of Jesus with the Children

Show Plockhorst's first. See if the children notice flowers in the picture. Ask the first grade if they remember the song learned in the beginners' department, and let them sing "When Jesus Walked This Earth of Ours," *Song and Play for Children.*

Ask who else are in the picture besides Jesus and the children; why the children couldn't have come alone; how many people a very little child needs to care for him; how the children in the department help to care for their younger brothers and sisters.

Picture, The Hope of the World

Here is another picture of children around Jesus. What is the difference between this picture and the other? The man that painted this liked to think, too, of Jesus and the children, but he knew Jesus loved all the children of the world, no matter where they came from, or what color they were. Do you know any children of a different color from you, or who come from a different country? Suppose you took a trip to a far-away country, where you had no friends, and started to go to school there. We say God's world is a friendly world. Would you

think it was friendly? What would make it friendly for you? Do you think the children you were just speaking of think this is a friendly place? What can you do to show them that it is? (*Sing, if time permits,* "God's Children Live in Many Lands," *Song and Play for Children.*)

God needs our help in so many ways! (*Show pictures of children caring for gardens; older children caring for younger; American children showing friendliness to foreign or colored child.*) These make me think of a story about a prince who didn't know God needed his help. Should you like to hear it?

Story, The Prince Who Didn't Know He Was Needed

(*See Section III, page 175*)

After the Story

While we listen to the music Miss —— will play, let us, each one, be thinking how much we love God, our heavenly Father. Let us think of all the little children everywhere who love him just as we do. That will bring him very near, and then we will sing to him and talk to him.

The Worship Period

Instrumental Music

"L'Angelus," *Worship Songs for the Sunday School and Home, Primaries,* Adams, or music of "The Father's Care," *Song and Play for Children.*

LEADER: "Every good gift and every perfect gift is from above, coming down from the Father."

"The earth is full of his loving-kindness."
"O come let us sing unto the Lord."

Praise Song

"For the fruit upon the tree," second stanza of "Can a Little Child like Me," *Songs for Little People;* "We Thank Thee," first and third stanzas, Appendix, teacher's textbook,

Course III, Part I, or any other worshipful song of thanks which is familiar.

LEADER: "The Lord hath done great things for us, whereof we are glad." As we think of one way after another that he has of showing that he cares, let us sing (or say) this verse together.

(*Leader, from suggestions given at beginning of period, names some of the things "the Lord hath done," and the children respond after each item or group of items with the verse.*)

LEADER: It makes us gladdest of all to remember that he is near us, night and day; that his love is always with us. Even when we forget, even if we do not know, he is caring for us just the same. Long ago a man who did not know thought he was alone. But he had a dream and in his dream God said to him, "I am with you and will guard you wherever you go." The man awoke and knew that the words were true. God's care was all about him. He saw it in the sunshine and the rain. He felt it in the love his friends gave him. We know it, too. We tell each other, "He careth for you, he careth for you." Children the world over like to sing how strong and sweet is their Father's care.

Song

"He Cares for Me," *Songs for Little People.*

Instrumental Music

LEADER: Let us be very quiet now and see if the music makes us think of a prayer.

"A Wordless Prayer," *Worship Songs for the Sunday School and Home, Primaries,* or "Reverence," *Song and Play for Children.*

Prayer

"O Lord, thou art our Father." We love thee for loving us so much. Wherever we go, night or day, we know thou art near, that thy love will help us. We thank thee that thou carest for all children. We thank thee that we may show thy love and care. Help us to be so loving and to care so well that those around us will feel thy love. And help us not to forget to show

love unto strangers. May the money we have brought show far-away friends that we love them, and that thou carest for them. Amen.

Offering and Offering Prayer

Bless these gifts, dear Father,
As we try to care
For thy little children
Here and everywhere.

(Based upon "Bless This Gift, Dear Father," *A Child's First Song in Religious Education,* Oglevee, Vaile Company, Rock Island, Ill.)

Music

(*As children pass to classes*)

SERVICE FOR WORSHIP AND FELLOWSHIP FOR THE SECOND SUNDAY IN JUNE

Aim: To deepen the sense of fellowship with those who work with God to make the world happier for all.

Pictures as aids to worship and conversation: A picture of Jesus in an act of helpfulness; Copping's Hope of the World, Primary Set II; The Good Samaritan, Primary Set I; David and Jonathan, Primary Set II; Ramona's Story Book, Primary Set III; pictures of people of other races working for our comfort.

Fellowship Period

Instrumental Music

Mendelssohn's "Spring Song" or other spring music which is familiar.

Introduction to Songs

LEADER: That was spring music to which we just listened. When you hear the word "spring" of what do you think at

once? (*The children will answer.*) Shall we sing some songs which thank the heavenly Father for these things?

Spring Praise Songs

Introduction to Story

LEADER: Spring is nearly over. We shall have to leave our spring songs behind soon, and learn some songs of summer. I have a story to tell you to-day about some people who could always tell that spring had come by a certain sign. The story will tell you what happened when one spring came without it.

Story, The Lonely Spring

(*See Section III, page 178*)

After-the-Story Conversation

Do you like to hear hand organs and music in the street? If it makes you happy, that shows that the people who are making the music are some of God's helpers, who make the world a nice place to live in. Let's name some of the helpers we know who make the world more comfortable and happy. (*First-grade children will probably name workers in the community like those who helped Theodore in last Sunday's story. Third-grade children should mention those of other races who contribute to our comfort. If they do not, call attention to the pictures on the screen. Say that the second grade is thinking about how children anywhere can make a happy neighborhood, and ask for as many ways as the second grade or other children can name.*)

God loves the world. He does want his people to be happy. He does want them to know how to help each other. "God so loved the world that he sent his Son." He couldn't have sent us a greater helper or a better teacher. He taught us that we are all brothers, all in one big family. He taught us to "serve one another," for "None of us liveth to himself." He said, "You must love your neighbor as yourself." People all over the world who are trying to make a happier world, are helping God, as Jesus helped him.

As we bring our offering let us think of them. Perhaps the money will go to some of the very children who are gathering cotton for our clothes, or making food grow in another country for us. Let us sing about God's great family.

Offering and Song

"God's Children Live in Many Lands," *Song and Play for Children.*

Worship Period

Introduction

Miss —— will play some music now which will make us think of God and his love. Whenever we think quietly of God and his love, he is very near.

Instrumental Music

"Reverence," *Song and Play for Children;* "A Wordless Prayer," *Worship Songs for the Sunday School and Home,* Adams; Handel's Largo, first movement; or something else reverential in character.

LEADER: Beautiful music, which makes us think of the heavenly Father and which brings him near, makes us want to talk to him; not to ask him for anything but to tell him we love him and love his world. (*Reads:*)

"Sometimes I say an extra prayer
Besides the one for which I kneel;
I stand and look up at the stars
And tell our Father how I feel.

I do not ask for anything,
I just feel happy through and through,
I let my heart give thanks and sing
Till all the world seems good and true."

(*Songs for Little People*)

LEADER: The world is good and true when there are so many helping to make it so. Let us think a moment how wonderful it is that we can work with God; that he wants us to, just as he wanted Jesus to. Think of all the people all over the world who are working with us to help the heavenly Father. Miss S—— will play our prayer without words, while we look at the pictures and think.

Instrumental Music

A Wordless Prayer, *Worship Songs for the Sunday School and Home,* Adams.

Prayer

Dear Father of us all, we are glad that children all over the world can say "O Lord, thou art our Father." We are glad there is so much work to do that each one of us has a part. We are glad that we can all work together, helping each other and helping thee to make a happy place in which to live. Amen.

Music

(*As children pass to classes*)

SECTION III

TOPICAL STORIES FOR DEPARTMENTAL SERVICES

SECTION III

TOPICAL STORIES FOR DEPARTMENTAL SERVICES

THE FIRST SUNDAY

It was very early one Sunday morning. It was so early that the sun had not even come up over the hills.

In a little brown house two children lay sleeping. In a red brick house two smaller children lay sleeping. In a house with green blinds two others slept. And these were smallest of all.

The sun came up over the hills. It shone in through the windows of all the houses in the town. It shone in the little brown house. It shone in the red brick house. It shone in the house with green blinds.

The children in the little brown house opened their eyes and jumped out of bed. "It's Sunday!" they cried. "We must hurry and get ready for Sunday school!" And they hurried, for it was a special day.

The children in the red brick house opened their eyes and jumped out of bed. "It's Sunday!" they cried. "We must hurry and get ready for Sunday school!" And they hurried, for they had special work to do.

The children in the house with green blinds opened their eyes and saw their mother standing over them. "Is it Sunday?" they asked, for they had been waiting for it. "It is Sunday," she said, and they fairly leaped out of bed.

"Then it's the day for Sunday school," they cried, and hurried to get dressed. For it was their very first day in the primary department, and they wanted to see what it was like. One put himself into his cleanest sailor suit, and the other put herself into the prettiest dress she had.

"It's time to go!" said the children in the little brown house,

and hurried down the walk. They had been promoted, and were to go to a new class. They had special work to do before Sunday school began.

"It's time to go!" said the children in the red brick house, and hurried down their walk. They too had been promoted, and had to be early to help.

"It's time to go," said the mother in the house with green blinds, and each child skipped along by her side until they reached the church. They were going to Sunday school! It was their very first day in the primary department. Until last Sunday they had been Beginners. They could hardly wait to see what it would be like in the new room.

At the door stood the children from the little brown house. "Oh, here come some new children!" they said. "Come, we will show you where to hang your hats and where to sit. We came early so we could."

The new children were glad. They hung up their hats and the children from the little brown house took them to the very front seats where they could be near their teacher. They liked their teacher. She smiled at them and asked them to help her sort out some pictures.

Then the children from the red brick house came to them. "See," they said, "here is something we made for you!" They handed the new children each a little bunch of flowers.

"Thank you," said the new children. "I like Sunday school," said the boy, and his sister said, "I like Sunday school, too."

It was just what the other children wanted them to say. They had come early to get the flowers ready for the new little boys and girls so they should like Sunday school.

"We have a song to sing you, too," said the older children. And they sang a song they had made up themselves, telling how glad they were that some new friends had come.

The children from the house with green blinds felt too happy to say anything.

They saw some pictures on the wall, and they were the very same pictures they had seen in the beginner's department, and at home in their books. They were pictures of Jesus.

They went up to them and they told their teacher how they liked them. They knew a song about Jesus and they sang it to her. Then the other children sang a song which they knew.

The teacher showed them a box on a table near the door. She said that when Jesus went to church he always used to put some money in a big box at the church door. All the people did, she said. It was one way of saying "thank you" to God for all he did for them. The money was used to buy food and clothes for people who hadn't enough. So they had a box in their Sunday school for gifts like that, she said, and every Sunday the children brought money to help others. She held up the box. It had money in it, for the children always put it in as they came through the door. The children from the house with green blinds were glad they had some money to give. They put it in the box now, and the other children sang a little song about it.

Then they all bowed their heads and talked to the heavenly Father. They told him they liked their Sunday school. They told him they liked to try to make it a happy place. They told him they wanted it always to be a friendly place. They told him they would try to make it so. They thanked him for the sunshine and the flowers and their fathers and mothers, and stories of Jesus, and all their happy times.

Then they went to their classes and they all made plans about making their Sunday school happy through the year.

When they went home the children in the little brown house said, "We're in the third grade now. We're the oldest children in the primary department. The new children will all want to be like us. We have to show them how to act."

The children in the red brick house said, "We had the best time making those new children feel at home! All the second grade is going to try to keep making them happy the whole year."

The children in the house with green blinds said, "We like Sunday school. It is just full of friends!" And their mother said, "Wherever you go you will find it so. The earth is full of loving kindness."

DOING AS THEY PLEASED

There were once two little children who lived with their father and mother on the edge of a wood. The father was a proud young wood-cutter, and the mother was just as proud as she gaily sang about her work, for they both were sure that no one had such children as they. And indeed no children could be healthier or happier.

At their birth their fairy godmother had visited them and brought them a precious gift. "It is the greatest that any child can ever have," she had said. "It is the love of good parents." Then she had waved her wand three times and left them, saying that she had two more gifts for them, but that she would wait until later to bring the second.

And that is why these children were healthy and happy while they were small, for their loving parents toiled early and late to make them so. They studied to find the best food to make them grow tall and strong; they worked until they could make the cottage larger, and let in more sun and air to keep them healthy. As the children grew old enough to help with the work, the father taught Dorking, the little boy, to gather up smaller pieces of wood from the forest to carry back to the cottage to burn. But Dorking did not like helping his father. He liked better to chase butterflies or work with his own little tools on toys for himself. He often wished his father would help him, but unless Dorking did a share of the forest work, his father had no time to play.

The mother taught Alice how to help with the housework, to milk the cow and to churn cream into butter. When Alice did her share, the mother had time to go with her in the afternoon to find wild flowers. Alice loved this and loved the stories about fairies and flowers which her mother had heard when she was a child. But Alice did not like to help her mother in the house, so there was less and less time for the flower walks and stories.

One day when the father had asked Dorking to gather sticks and the mother had asked Alice to tidy the little house, the two children were sitting on the steps looking very unhappy. At

that moment their fairy godmother appeared to let them choose for themselves the second of their three gifts.

When she saw their gloomy faces she exclaimed, "Why, what can the matter be? You had the love of good parents to make you healthy and happy. Healthy you are, but happy you do not look. What gift will you choose to make you so?"

"Oh," said the children, thinking of the tasks they disliked, "if we could only do as we please!"

"Very well," said the fairy. "That alone will not make you happy, but since you have wished it, do as you please," and she waved her wand three times, and left the children overjoyed.

"Now," they thought, "we need never do our share of the work unless we wish to," and as they wished to less and less, it came about that less and less did the father have time to help Dorking with his little tools, and less and less often could the mother finish her work in time to hunt for wild flowers and tell stories to Alice.

But the children enjoyed doing as they pleased. When their mother warned them, as they went wandering down the paths in the wood, to come home as soon as the sun set, they knew they could do exactly as they pleased. She told them that the dark came early in the woods, and that it would be dangerous if they were caught in the forest after the sun went down; for the animals, who might be friendly in the daytime, would not understand children wandering through the woods at night, and might try to harm them. For all that the children now loitered in the forest after sundown.

Often their parents bade them keep near the cottage in their play, for across the great field in front of them was another wood with a dark swamp in it. Dangerous insects flew about the swamp and had been known to poison those who entered the wood, but for all that the children often chased butterflies into the great field and went nearer and nearer the thick wood.

As the mother saw that the children paid no heed to what she said, she stopped singing about her work. "I fear so for the children!" she said to the father.

"Do not be anxious," he tried to tell her, though anxious himself, "we have told them so often how to keep safe and

well. Only let us keep on loving them and working for them and praying for them."

The next day he said to Dorking, "If you will help me in the forest today, I shall have time to show you how to build the playhouse you want."

"O father, that is just what I have wanted for so long!" exclaimed Dorking, but he put off working in the forest and chased butterflies instead. One flew across the great field and he ran after it, closer and closer to the thick wood.

"Will you walk with me today, mother?" asked Alice. "There is a path in the forest that I have never tried."

"Gladly," answered her mother, "if you will churn while I am setting the house to rights."

But Alice played out-of-doors instead, and by and by she wandered by herself toward the path in the wood which she had never tried. Farther and farther she went until the sun went down, and even then, knowing that she could do as she pleased, she still went on and on.

All day long the father worked by himself in the forest, sorry not to have the help of his boy but glad if he were happy in play. And at last the shadows fell and night drew near. He gathered a great load of the smaller wood and went toward his cottage.

All the afternoon the mother had worked, tidying the house, churning cream into butter, milking the cow. As the sun went down and it began to grow dark she went to the door to find her children. But the children were nowhere to be seen. She went into the forest, thinking they might be with their father, but she met her husband coming home by himself. Together they called and called, but no answer came. Alarmed, they hurried across the great field where the children loved to chase butterflies. But neither Dorking nor Alice was anywhere in sight. They came to the thick wood, toward the dark swamp, and there they found Dorking, huddled in a little heap on the ground, sick with the poison of the dangerous insects. They lifted him up and looked about for Alice, but she was not there.

As they carried Dorking home the mother remembered the new path that Alice had wanted to try. "She has gone by herself and forgotten to come back at sundown," cried the

mother. "Oh, hurry, husband, and find her, while I care for Dorking!"

So she watched by Dorking's bed, cooling his hot brow and weeping for little Alice. All night long she watched. Dorking called for his father. He wanted to say that he was sorry he had not stayed and helped him work, but he was told that his father was in the forest searching for Alice. Then Alice, too, thought Dorking, had done as she pleased and brought unhappiness upon them. He wished his fairy godmother would come and take back her gift.

As he wished it, the fairy appeared. When she saw what had happened she hurried to the forest, helped the frantic father to find a lost and frightened little girl, and brought them both back to the cottage.

"Well!" she said, when Alice was safe in her mother's arms and Dorking in his father's, "I am very much disappointed. I gave these children two of the best gifts within my power to give — the love of good parents and the will to do as they pleased. It has not made them safe nor the family happy."

"Loving our children so much only makes us the more unhappy when harm comes to them," said the father.

"Doing as we pleased was what brought the harm to us," said Dorking, in a weak voice.

"The gifts have failed," said the mother, "you had better take them back."

"They should not fail," answered the fairy firmly. "Instead of taking them back I shall give another. You forget that there is a third. She turned to the children. "Is there anything that could keep you safe and well?"

"Mother and father could, if we minded," said Alice.

"Don't take their love away," begged Dorking, "for then there would be no one to tell us what we ought to do." He drew his father's arm closer around him.

"Then," said the fairy, and she waved her wand three times, "you shall still have the love of your parents. You shall still do as you please, but after this you will please to *work with* your parents to keep you safe and well and to make this family happy!" Then she flew away.

And so a change came about. From that day, though the children still did as they pleased, they found it pleased them to do what their parents thought best. Never again was Dorking pleased to chase butterflies across the great field to the dangerous swamp. Never again was Alice pleased to walk by herself in the forest after sunset.

Whatever rule their parents made the children were pleased to obey it, for they knew that the rule was made in love, for their health and for their safety. Whatever work was done they saw that it was to make a home for them, and soon they understood that the more they shared in the work, the more truly the home was theirs.

And the fairy godmother's three gifts made as happy a family as there was in the whole land.

WIND THROUGH THE OLIVE TREES

Do you ever hear the wind blow through the trees? Sometimes it blows hard — oo-oo-oo. Sometimes it comes softly, sh-sh-sh. When it blows like that the tall pine trees stand straight, and hardly a needle stirs. But the little low olive trees quietly rustle their gray leaves as if they were whispering secrets to one another.

Long, long ago, olive trees covered a hillside that sloped down from a little white town called Bethlehem. And the winds blew softly on a silent night, long, long ago.

(*To be sung.*)

"Winds through the olive trees
Softly did blow,
Round little Bethlehem
Long, long ago."[1]

The little gray olive trees looked down the hill and across the fields to other hillsides that were dotted with white. Every

[1] Used by permission of *Educational Publishing Corporation*, publishers of *The Grade Teacher* combining *Primary Education — Popular Educator*.

ball of white was a sleeping sheep or lamb resting under the quiet, starry sky. Shepherds were watching them on those hillsides long, long ago.

(*To be sung.*)

"Sheep on the hillsides lay
White as the snow,
Shepherds were watching them
Long, long ago."

And while the sheep slept, and the shepherds watched, and the wind blew softly through the olive trees, lo, a strange new light brightened the sky, while the sweetest music ever heard seemed to fill the air!

"Angels' music," thought the shepherds. They held their breath to listen to the songs of joy, long, long ago.

(*To be sung.*)

"Then from the happy skies
Angels bent low,
Singing their songs of joy
Long, long ago."

But the olive trees nearest the little white town fluttered their leaves softly. They knew the secret before the shepherds heard. A manger near them sent out the sweet fragrance of grasses which had grown at their feet on the hillside. The grasses which had been gathered for the sheep were a cradle now for a new-born baby.

The trees nearest the little white town whispered the secret to those close to them, and they passed it along until all the little gray leaves of all the olive trees on the hillside rustled and whispered and sang. So the olive trees added their music to the song in the air when Christ was born in Bethlehem, long, long ago.

(*To be sung.*)

"For in a manger bed
Cradled we know
Christ came to Bethlehem,
Long, long ago."

WHEN THE MERRYMAKERS CAME

None of us liveth to himself

The sound of drums could be heard, and the tooting of horns. Children left their breakfasts and ran outside. "The Merrymakers have come," they cried. "The holiday has begun!" Even the fathers and mothers went to the doors and windows, for a gay procession was coming down the street. There were men on white horses with bright capes flying out behind. There were others dancing along beside, waving colored streamers. Crowds of children followed, laughing and cheering, for every few minutes the Merrymakers threw them balloons or sweets.

Gerald watched from his porch. He would have joined them, but his father and mother had followed him to the porch, and his father had said, as he started off to his day's work, "Stay with thy mother today, Gerald. Keep within the gate until the holiday is over. A small boy would soon be lost in the crowd, and that would bring a great trouble to his father and mother."

Gerald heard, but how he wanted to follow the merry procession! He heard, too, what his mother had said, as she turned to go in: "Mind what thy father hath said, Gerald. It is no day for a lad like thee to be on the street."

Still the Merrymakers came. Here was a man with a bear on the end of a chain. He stopped at Gerald's gate, and Lilias, his playmate next door, ran over to watch with him as the bear danced. She clapped her hands when the dancing was done and the man and the bear moved off.

"Oh, let us follow, Gerald!" she cried. "We can watch him again!" But Gerald remembered what his parents had said and did not go through the gate.

Then came a man turning a hand organ. Lilias wanted to follow him, too, for he had with him a monkey that danced and climbed the gate and made funny faces. Still Gerald would not go. But when a man driving a donkey cart called to the children to jump in, he hesitated.

"Oh, do come!" teased Lilias. "Just a little way, Gerald; we could see everything from the cart. It can do us no harm."

Said Gerald to himself, "Why should I always mind my father and mother? We could go and come back and they will never know." Then he said to Lilias, "Come," and helped her into the cart.

At that moment another group stopped at his gate. An old man with a white beard and eyes that twinkled carried a pack on his back and in his hand a pair of strange looking glasses.

"He looks like the good St. Nicholas," said Gerald to Lilias, pulling her out of the cart again. "Let us wait and see what he has in his pack; then we can go with the Merrymakers."

The old man smiled at Gerald. "Wouldst thou like to look into my glasses, lad?" he asked. "They are special glasses, like no others. Each eye will see a different picture, and each picture will tell a different story."

Gerald took the glasses and put them to his eyes. "Oh," he said, "I can see myself in them! I'm just coming out on the porch."

At first he thought the pictures in both sides were alike, for they looked exactly the same. He could see himself standing on his steps and his father starting off to his work. He could almost hear his father say, "Keep within the gate today, Gerald. It would bring great trouble to us if our son were lost."

In each glass the picture was the same. In each one he saw the man with the bear, and Lilias running over. Then in each he saw the hand-organ man and monkey, then the donkey cart, then the man with the glasses. But now as he looked the pictures in the two sides were different. In one glass he saw himself run down the street after the crowd, but in the other he and Lilias stayed inside the gate. He could not watch both pictures at once, and he did want to know what would happen out on the street.

"My father and mother bade me stay here," he explained to the old man, "but I am sure no harm will come if I follow the crowd. And if harm should come, it would not hurt any but myself."

The old man murmured, "None of us liveth to himself, my lad," but Gerald did not know what he meant.

The pictures were growing more interesting. He saw himself and Lilias carried along by the crowd. He saw them being pushed through the streets to the end of the town, and farther, much farther, down roads he did not know. At first the pictures looked as though both children were having a very good time; but as the procession went on and on Gerald saw himself suddenly look about frightened, for Lilias was crying. They stopped by the side of the road and let the Merrymakers go on without them. Then the picture showed them starting to walk back, looking very tired and hungry. It showed them coming to a crossroad and taking the wrong turning. It showed them taking other wrong ones until at last they knew that they were lost. Lilias sat down and put her face in her lap and cried.

Gerald looked away from the glasses a moment. "I am sorry," he said to the old man, "that I brought Lilias. I forgot that what would hurt me would hurt her too."

"None of us liveth to himself alone," said the old man quietly.

Gerald was looking in the glasses again. The scene had changed. He saw his mother come out of the house and look for him and call. He saw her run over to Lilias' house. He saw her and Lilias' mother, white and anxious, run down the street, and rush in where his father was busily at work. He saw his father reach for his hat and hurry out, the mother following. The picture showed them searching group after group in the crowd, asking questions wherever they went. But the people only shook their heads and pointed out the way the Merrymakers had gone.

More and more anxious, the two went to the town hall and told their story. Men had to be taken away from important work they were doing to search for the children, and they started out, going in all directions.

"I am sorry," said Gerald again to the old man. "I did not know that what I did would bring trouble to so many others."

"None of us liveth to himself alone," repeated the old man once more. Gerald was beginning to understand. He understood it better as he watched the men as well as his father and mother and Lilias' mother searching and worrying half the night. It was nearly morning before the children were found and taken home.

Gerald looked away from the glass and up at the old man.

"Thou hast seen only one side of the picture," the old man reminded him. "Remember, there are always two stories that might be."

So Gerald looked again, this time at the other side of the glass.

He and Lilias were standing at the gate, as in the beginning of the other picture. But things happened quite differently in this. He and Lilias watched the Merrymakers as they passed, clapped their hands at the trained animals, and laughed at the clowns. Although many asked them to join the procession in this picture they shook their heads and stayed inside the gate. When it had passed they raced each other and climbed trees and played together and when Gerald's father came he patted Gerald's head and gave him a banner which said on it, "Brave lad and true."

"Oh," said Gerald as he looked away from the glasses again, "I am glad there are two sides to the glasses! Do they always show different things that might happen?"

"Always," answered the old man. "Shall I give thee a pair, to help thee at other times when thou mightest not know that what thou doest, thou doest to many?"

"Oh, thank you!" Gerald began but the old man was gone. Lilias was still pulling at his sleeve, begging him to follow the procession. She had not seen the two pictures that might be true. "Do come," she said. "I will take care that nothing hurts me, so thou needst not worry."

But Gerald shook his head. He was thinking of the pictures he had seen and what the old man had said.

"None of us liveth to himself, Lilias," he answered, "what

we do we do to many." And then, because he knew Lilias would not understand, he suggested something that he knew would please her.

"Come," he said, "I will race thee to the tree, and then we shall climb it and watch the rest of the procession from the branches."

HOW TIMOTHY FOUND HIS PLACE

Speak ye truth, each one.
Even a child maketh himself known by his doings.

Timothy was the very smallest of a large family of brothers and sisters. Because he was the youngest no one paid much attention to him. "Timmy is so small," they would say, or "Timmy is so young." If he came in with the story of something he had seen in the woods or on the road they would say, "Run and wash your hands, Timmy," without listening to what he had to tell them. Or sometimes they would smile at each other and whisper, "He *thinks* he saw that. He's so little he doesn't know the difference." Sometimes they said, "Timmy's been dreaming," and again, if he told them of a dream he really had had they would say, "Little boys as small as you don't have dreams, Timmy. Now be good and eat your cereal."

Even though Timmy grew older each year he was still so much younger than the rest that they felt that nothing he did or said counted. Every one else in the family did count. Each one was important to the family in some way, but Timmy seemed to have no place at all. Whenever there was a special errand to be done one of the older children was asked to do it. "Timmy's too young," they would say. They would say it when there was work to do and he wanted to help. They even said it when he wanted to give his mother a birthday present.

"You aren't old enough to have money of your own, you see," his brothers and sisters told him, "so you cannot buy one. And you cannot paint or draw or sew or build like Edward and Eva and Ethel and Henry, so how can you make her one?"

"I know something she would like," he said, "a sewing box

that plays a little tune when you lift the lid to get the thread. I saw it in the village."

"Sewing boxes do not play tunes," replied big brother Nat.

"But this one did," answered Timothy eagerly. "It has a pretty tune. I heard it. The shopman was showing it to a lady."

"Really," one sister remarked to the others, "that child imagines the strangest things."

"But I did not imagine it," Timothy protested. "Truly I saw it. If you will give me a silver piece I will walk to town and get it in time for the birthday celebration tonight. Then it will be partly my present because I found it."

The brothers and sisters smiled at each other. Not one of them believed there was a musical sewing box, but at last one of the big brothers said, "Let us give Timothy the money and see what he will bring back. If it is a sewing box with tunes we will believe him; if it is the silver piece we shall know he imagined it."

The others finally consented and Timothy started to town, feeling for the first time really important in his family. He walked very fast, whistling happily, and holding tight to the large round silver piece in his pocket. He was so proud of his errand that when he saw Harold, a boy in the town whom he knew, he at once showed him the big coin and told him what it was to buy.

"I am doing an errand too," answered Harold; "but see, my silver piece is larger than yours."

They compared the coins and put them back in their pockets.

"Let us go to the green for a drink," Timothy said. "I am thirsty from my long walk."

So to the green they went and drank from the fountain there. Then, because the green was smooth and soft, they tumbled about for a few minutes, turning somersaults and rolling over and over on the grass.

"Now I must go and buy the sewing box," said Timothy, "and hurry back for the celebration."

He left Harold and made his way to the store. There was the sewing box which he had seen. The shopman showed again

how a little music box played when the cover was lifted, and Timothy, eagerly listening, put his hand in his pocket for his silver piece.

It was not there! Timothy was frightened, but not too frightened to think. He remembered the somersaults on the green. It must have fallen out there. He ran back as fast as his legs could carry him and searched through the grass. When a piece of silver shone up at him he seized it joyfully, but when he looked at it closely he saw that it was Harold's larger piece. If it had only been his! He searched on and on, but it was useless. Discouraged, he looked again at the coin in his hand and wished he could use it. But this coin was Harold's, and Harold must be as worried as he. He must take it to Harold's house at once, although it was at the other end of the town, and the afternoon was nearly gone.

It seemed a long, long way to Harold's, and when he had left the money at the door he turned, a tired little boy, toward home. His steps dragged, and he felt like crying. How could he go home late, with neither the sewing box nor the money? What should he say? And what would they say if he told them that he had lost the money playing? Would they ever trust him now?

When he came in sight of his house all the family were on the steps waiting for him.

"Timmy," they cried, "where have you been? Why are you so late? Where is the sewing box? You found there was none, didn't you?"

Timothy's mother ran down the steps to him.

"Why are you so late, dear?" she asked. "We were worried."

Timothy swallowed. It was hard to tell. "I had to go all the way to Harold's house," he began, and bit by bit, hard as it was, Timmy told his story: how he had played with Harold, lost the money, found Harold's and taken it to his home.

"I wanted to use it, mother, to buy you a birthday present," he said.

"I know," his mother answered, putting her arm around him, "but you have given me the best birthday present I could

have — an honest son. It was honest for you to take Harold's money to him at once. It was honest and truthful for you to tell us how you lost the silver piece. We know now that when Timothy speaks he is speaking the truth."

"But mother," asked one of the brothers, "do you really believe there is such a thing as a musical sewing box?"

"If Timmy says so, I do," she said, just as footsteps were heard.

Harold came running up the road, holding something in his hand. Timothy ran to open the gate for him, and Harold stopped, panting for breath.

"Your sewing box!" he said. "I was hunting for my silver piece and found yours. I knew it was to buy the sewing box for your mother's birthday, so I bought it for you and ran all the way to get it here on time. If you open the cover you will hear the tune."

"*Thank* you, Harold!" was all Timothy could say before he ran with the box to his mother, while the brothers and sisters stood amazed, to hear the music box play. At last they believed their little brother.

From that time on there was a change in Timothy's family, for now it was Timothy who was given the important errands to do. "He is sure to bring back a true account," the others said. And Timmy it was who was asked now, when anything special occurred, "Just how did that happen, Timmy?"

So it came to be the fashion in that family, and in all the neighborhood, to depend on Timothy for true reports, and to say, "If Timmy says it, it is true."

WHEN TOM DID SOMETHING HARD

Maurice and Tom were friends. Until Maurice got his new bicycle, they had done everything together. Tom had no bicycle, but in school and at recess time the two boys kept together as much as possible. Ever since Washington's birthday they had been making a chart. It had pictures of brave people they knew about. There was Washington, because he wouldn't give up;

there was Abraham Lincoln, because he worked so hard to go to school. There was Daniel, because he ate the food that would make him strong in spite of the king's orders; there was Lindbergh, because he studied and practiced until he could fly across the ocean.

"It's brave," said Maurice, "when you have something hard to do and make yourself do it."

The chart was not finished, for one or the other kept finding out about some one else to add to it.

Spring was coming now, and Miss Allen, the teacher, had said she wished they could have some pussy willows to decorate their room. Maurice and Tom thought at once of the pussy willow place at the end of the town.

"I'll ride my new bicycle out there tomorrow," thought Maurice, "and get some to surprise her."

"I'll walk out there tomorrow," thought Tom, "and get a big bunch."

The next day Maurice left his bicycle at Tom's and the two boys walked over to the school together. As they passed some teachers in the hall Tom heard one say, "It looks like rain, doesn't it?" Maurice had gone on ahead and did not hear, but Tom thought of his friend's new bicycle leaning up against his house. There was just time, he thought, to put it under cover if he hurried back. He did not even stop to tell Maurice, but dashed back to his house and put the bicycle in his kitchen, where his mother was working.

"Wear your rubber boots to the meadow," she reminded him again, "and don't be out after it begins to grow dark." Then, as he went out of the door she called back after him, "We'll all be away this afternoon, so the house will be locked. If you're home first, you know you can find the key behind the shutters."

Tom reached the school again just as the rain began to fall. Once or twice during the shower he looked out and thought how pleased Maurice would be to find his new bicycle safe and dry. It soon stopped, however, and he forgot about it. He was working hard on his lessons so that he could get to the pussy willow place himself as soon as possible.

He was the first one out of school that day, and he whistled as he started for the swampy field. It was a long walk, but he finally passed the last house in the town and could see the field just ahead. He could even see the brown willow branches with their silver buds. It was funny that Maurice wasn't there ahead of him. He had thought that the bicycle would have passed him long before now. The bicycle — ! Tom stood stock still. Of course Maurice hadn't passed him. He hadn't even started, for his bicycle was locked up in Tom's kitchen! How dreadful for Tom to have forgotten it! How disappointed Maurice would be — perhaps, how cross!

Tom looked at the pussy willows just ahead. He was so near that he could get a bunch now. If he went back to unlock the bicycle it would be too late to return and get them. He went forward a step or two and stopped. Maurice had planned, too, to get the pussy willows, and Tom had locked up his bicycle. It was hard to think of going back, but he would have to. All those heroes on his and Maurice's chart had had hard things to do, too, but they'd made themselves do them. He wondered if it had been as hard for them as it was for him. But he turned himself quickly about, and started to run.

Running with rubber boots on seemed almost as slow as walking, his legs were so heavy to lift! But he must hurry, so Maurice would have time to get some pussy willows. When he reached the house he sprang up the steps, found the key, and opened the door. He pulled out the bicycle and locked the door again. Then, to save time, he jumped on the wheel and rode as fast as he could to Maurice's house.

Maurice was sitting on the steps, his chin in his hands, looking as angry as he felt. The minute he had been dismissed from school he had run to Tom's for his bicycle. It was gone. He rang the bell to the house. Nobody had answered.

"Tom took my bicycle," he thought indignantly, "and has gone to get pussy willows."

Now he couldn't surprise Miss Allen, but Tom would. With sulky lips and scowling forehead he walked to his own front steps. There he had been sitting ever since, thinking of all he would say to Tom when he saw him.

At Tom's shout he looked up. Just as he supposed, Tom had his bicycle.

"You stole it!" he cried, coming down off the porch and snatching the handlebars. "You wanted to get the pussy willows yourself, so you wouldn't let me have my own bicycle! You took it, you mean—"

Tom looked at him and grew very red. So that was the way Maurice felt! Very well, if he wanted to fight! He rolled up his sleeves and took a step forward, still hot and panting from his race home.

"Call me mean, will you? Say I stole your bicycle!"

Suddenly he stopped and stepped back. Why, he was going to fight—fight with his best friend! All in an instant he thought of the good times they had had together. He thought of the chart they were making. In a flash he remembered Maurice's saying, "It's brave when you have something hard to do and make yourself do it."

Tom swallowed. It would be hard to speak kindly now to Maurice, and explain. Could he make himself do it? He swallowed again. Then he pulled down his sleeves. Then he took a long breath.

"You don't understand," he said. "I was 'way out, nearly to the swamp when I remembered. I could have picked the pussy willows—they were in sight—but I remembered your bicycle. I'd put it in the house to keep it from getting wet. I came home to get it out for you. You'll have time to get the pussy willows now, if you hurry."

Maurice said nothing at all, but took the bicycle and rode away.

"He might have thanked me," thought Tom as he watched him go.

He was still thinking it when he went to school the next morning. He expected to see a great bunch of pussy willows on Miss Allen's desk. Instead there were two, one on Maurice's and, to his surprise, one on his—just as though he had got them himself. Maurice was a good scout after all, Tom thought joyfully. He looked over at his friend, who was putting some finishing touches on their chart. Tom walked over to see what

new name he could have added. This is what he read on the chart of brave people:

"TOM

"Because he keeps his temper. Because he makes himself do hard things. Because he is a good friend."

"Come on," Maurice said when Tom had finished reading. "Let's give our pussy willows to Miss Allen!"

THE PRINCE WHO DID NOT KNOW HE WAS NEEDED

There was once a little prince who wished he had something to do. His playroom was filled with the finest toys in the kingdom, but he was tired of them. He had arranged them in neat rows along the walls, and had been very cross when his small brother had come in and pulled the toy pony into the middle of the floor. "Play with me," the little brother had begged, but the prince had said, "No, I am tired of playing," and had put his pony back against the wall. He had hardly noticed when the small brother puckered up his face in disappointment and went away crying.

The prince's playroom was the nicest room in the palace, for so much sunshine came through the windows. The walls were nearly all glass, and often people said, "It is like a conservatory. You should have plants growing here." And because the prince had asked for it, the queen-mother had had boxes filled with earth, and had given him small plants to set out. But weeds had grown along with the plants and the indoor garden no longer interested him.

The prince looked about his playroom and wished and wished for something to do. He heard a step and his face brightened, but it was only Angelo, the boot boy. Angelo had just come to the castle from another country.

"Your shoes, Your Highness," said Angelo.

"Thank you," said the prince. "You have made them shine very prettily."

The prince's shoes did shine, but not so brightly as Angelo's

eyes. Those were as big as summer moons as they looked around at the wonderful toys, and then at the indoor garden.

"Ah!" he exclaimed. "Your Highness has a garden! In the country where I come from we too have gardens, flowers everywhere! Even our lamp-posts have 'window boxes' going round them, and flowers growing high in the air! You make these grow?" He went over to the boxes.

"I? Oh, no!" replied the little prince. "Didn't you know? The good God makes them grow."

He put on his shiny shoes, and Angelo, after a minute, left. The prince looked out the window and wished there were some one to play with. He looked down the long path to the town and wished there were somewhere to go.

"If I went to town I could find a playmate," he said to himself. But he had never been to town alone. It was not far, just down the hill and around the turn. His nurse had often said, "A lad should have no fear; the good God has a care for all."

"I will go and find a playmate," said the prince, so he put on his velvet cap and his velvet cape and started out.

Halfway down the hill he passed a cottage with a green lawn in front. And who should be on the lawn but a lad of the prince's own size! He was on his hands and knees, and a tiny child was riding gleefully on his back.

"What a jolly looking boy!" thought the prince. "I will ask him to come and play with me."

He spoke to the boy, but, though the boy thanked him kindly, he would not come.

"I am busy taking care of my little brother," he explained, "and could not leave him."

"Does he need you so much?" the prince asked, disappointed. "My nurse says the good God has a special care for babies."

"That may be," the boy replied, "but he needs me to help him. See! there is no one who can make him laugh and crow as I can." And he bounced up and down, while the child on his back gave out joyous little cries. So the prince went on.

By and by he came to the foot of the hill, and there he found

a most beautiful garden filled with gay pink sweet peas, blue delphinium and every kind of flower you could name.

"I wish my plants would blossom like these," the prince was thinking, when around a clump of Shasta daisies came a boy. His face was sunburned and his hands were covered with soil, but his eyes were bright and laughing and he was the prince's own size.

"Will you come and play with me?" asked the prince at once.

"I should like to," answered the sunburnt boy, "but I am busy making my garden grow."

"Making your garden grow?" asked the prince, in surprise. "But God makes your garden grow."

"That may be," answered the boy, "but he needs me to help him. See," and he pointed to a cart full of grasses and weeds, "I have pulled all these this morning. They grow fast, and they choke the flowers. Yesterday I trained the sweet-pea vines. Now I must water the garden, for it is dry."

So the prince bade him good-bye and went on his way. Presently he had rounded the turn and found himself in sight of the market-place of the town. A group of teasing children were noisily calling after a boy and girl with a skin of a darker color than their own. They pointed and laughed and even threw sticks, and the two would have had an unhappy time of it, if it had not been for another boy, about the prince's own size, who was leading them away.

"I like that boy's looks," thought the prince. "I will ask him to come to the palace and play with me," and he ran to catch up with him.

"I thank you," said the boy when he heard the prince's invitation, "but I am busy now. I have to take care of these children. They are strangers here, only just come to this country. They have no one to care about what happens to them in a crowd like this."

"No one?" asked the prince, surprised. "But my nurse says the good God has a care for all."

"That may be," answered the boy, "but he needs me to help him. For all I know they may not even know about God, but

I can show them what friendliness is. See, they were in tears, and now they are smiling. I shall take them home to play with me. Will you come too?"

The prince had already turned back toward the palace. He was remembering how lonely Angelo the boot boy had looked. The good God surely cared for Angelo, but Angelo was a stranger, and it might be, thought the prince, that he needed friends his size.

As he hurried past the garden at the foot of the hill, he thought of his indoor garden. The good God surely sent the sun and drink for plants, but it might be, thought the prince, that he waited for the prince to help him make the garden lovely.

Halfway up the hill he passed the cottage, where the boy just his size was still making the little brother gurgle with delight. He thought of his own little brother, who that morning had been in tears because the prince would not play with him. The good God surely cared for his baby brother, but it might be, thought the prince, that he needed a big brother's help. The prince hurried faster up the hill. He saw Angelo standing alone outside the castle.

"Angelo!" he called, "will you play with me?" And he caught the lonely boy's hand and led him up to his playroom. They called in the prince's little brother, and took turns riding him up and down the playroom on their backs and laughed with him as he shrieked with delight. They played with every wonderful toy in the playroom.

Then Angelo said, his eyes on the plants he loved, "Shall we help the good God make the garden grow?" and quickly showed the prince how to pull away the weeds and water the plants.

And from that time on the little prince never lost a chance to work with the good God to make a friendlier and happier kingdom.

THE LONELY SPRING

It was almost summer but to the people in a certain neighborhood it seemed as if spring had not even come yet, for Tony from Italy had moved away. Every year at the first sign of

spring the old Italian who had lived in the little brown house brought out his accordion and went around the neighborhood singing and playing. Now he had gone. "It doesn't seem natural this year," the fathers said to the mothers as they dug in their gardens. "It doesn't seem right," the mothers said to the fathers as they planted the seeds and watered them. And neighbors called to each other across the rows of lettuce, radishes and beets, "It doesn't seems as though our gardens could grow without the help of Tony."

It was a busy neighborhood. At the back of every house but one was a great garden. In each one the people grew vegetables to eat, to exchange with each other, to give to Tony and to sell. The fathers and mothers would work all day long in their gardens.

In front of every house but one was a flower garden. The children planted them and cared for them and kept their own and each other's and Tony's house gay with the many kinds of blossoms they grew. But wherever you might go at this time you could hear, "It isn't so interesting to work in our gardens this year," or, "The flowers will miss old Tony."

"I miss him awfully," one child confided to another. "When he came around and began to play his accordion I always felt more like working."

"I miss him, too," the other answered. "His music made working in the garden so jolly."

"Remember how he used to sing 'Santa Lucia' while he played it?" one asked.

"Indeed I do," answered another. "I use to hum it to myself long after he passed."

"I did, too," said another. "And I," chimed in a third.

"I suppose we'll never hear it any more," said one sadly. "I wish he hadn't moved away."

Every one looked toward the little brown house where old Tony had lived. It was the only house that had no garden for vegetables at the back, and no garden for flowers in front. It was the tiniest house in the whole neighborhood. Now it was the lonesomest, for it was empty.

As they looked some strangers walked toward it.

"Look!" said one child. "There go a boy and a girl. They are going into Tony's house!"

"I shall not like them," said another. "I don't want anybody but Tony in there."

"Nor I," said another. "He belonged to us; they do not. Ah, if we could only hear his accordion, and hear him sing 'Santa Lucia' again!"

"It would make my flowers grow better," said one.

"My working would be easier," said another.

That night the robins chirped to one another in the trees, "The days are growing longer. It is almost summer."

"And I feel as if spring had not come properly yet," responded his mate. "Tony's accordion playing in the neighborhood was always one of the signs of spring. It seemed to call me from the South. It hasn't seemed like spring this year."

Inside the little brown house without a garden, a father and mother and two children had flung open the doors and windows.

"Let in the spring," the father had said, and the mother and children had eagerly looked out.

"No garden for vegetables!" said the mother, disappointed, as she looked out of the back door. "No garden for flowers!" said the children, Rosa and Giovanni, as they looked through the front windows.

"It doesn't seem like spring," they all said together. But they moved the furniture about and tried to make themselves comfortable.

A few days later Rosa sat on the little porch with her brother, Giovanni. "No," she said, just as if she were going right on with a conversation, "it doesn't seem a bit like spring."

"No," said Giovanni.

"Do you remember, in Italy," Rosa asked, "how we used to sing 'Santa Lucia' in the streets — father and mother and you and I, and Clara and Francesco and their father and mother?"

"Yes," said Giovanni. "Those were good days. It is different here — father and mother must work, and you and I must go to school soon and learn to speak the new language. Till then we shall not make any friends like Clara and Francesco."

"It is a lonely spring," said Rosa.

"Yes," said Giovanni, and they were silent.

Then Rosa said, "Giovanni! You have brought your accordion."

"Yes," said Giovanni, and that was all. But Rosa went on, "Giovanni, I think if you unpacked your accordion, and we could pretend we were back in Italy, the spring would be less lonely."

So it happened a while later that the robins in the neighborhood suddenly stopped chirping. Then they began to sing, "That sounds like spring, that sounds like spring," and flew to see if Tony had come back.

In the vegetable gardens the mothers and fathers suddenly lifted their heads.

"There's music in the air," they cried. "At last it seems like spring!" and they hurried to see who could be making the music.

The children who had been weeding their flower beds stopped working and jumped to their feet. "Music!" they cried, "like Tony's accordion. Some one is singing 'Santa Lucia!'" They all looked toward Tony's little brown house. Two children stood on the porch. A boy was playing an accordion while he and his sister were singing their favorite song. "Santa Lucia," they sang, "Santa Lucia."

"Come and sing to us!" called the children of the neighborhood. "We can work better. Our gardens will grow better. You make us feel that spring has come at last."

Now the children on the tiny porch could not understand a word the others said, but they understood the smiles and the beckoning arms, and they said to each other, "They are friends; they want us to sing to them. Come, we will sing in the streets as in Italy." So round the neighborhood they went, and wherever they sang fathers and mothers and children grew less tired and worked the faster and more happily. When at last the two children turned toward home, fathers and mothers went with them, promising gifts of the earliest vegetables from their gardens. Children followed them with handfuls of tulips and daffodils.

"Ah, you make us happy!" Giovanni and Rosa said as they stood at their door and took in the flowers.

"You make us know it is spring. You make us happy with your music!" answered their new American friends, and though neither side knew what the other was saying, each seemed to understand and be glad.

HERMAN'S BIRTHDAY TRIP

A happy experience is more complete when shared

Herman was whistling as he started down the road. He was very happy. It was his birthday and he was spending it in the way he chose himself. He carried a bag over his shoulder on the end of a stick. He was to spend the whole day all by himself climbing the near-by hill and pretending he was an explorer.

"I am lost on a desert island," he pretended to himself. "It's ever so much nicer to be lost alone than to have somebody with me. Now I can discover things all by myself."

He went on whistling until he saw ahead of him something that made him stop. He wanted to say "Oh, look!" but there was no one to whom to say it. In a swamp at the foot of the hill a big blue heron was standing on one leg, watching Herman as he swung along. The bird was so large it seemed as if he must be able to speak.

"Can you talk?" asked Herman, but the great bird spread his wings and flew away. "Oh!" said Herman, disappointed, but there was no one to hear him or to care.

He started to climb the woody hill. "Nobody has ever climbed this hill before," he pretended. "I am exploring."

He looked this way and that to see what he could see, and there near the path were rose-colored splotches which he could not understand. It was lichen growing like gay clusters of flowers close to damp wood, or clinging to it like fairy moss. He put out his finger and felt its velvety smoothness. He wished his father were there to tell him what it was, or his mother to enjoy the pretty color with him, or his small brother to touch it with him. But he had chosen to come alone.

"I am at the South Pole or somewhere," he had to keep reminding himself. "I've lost all my companions. Or maybe I'm lost on a desert island. Yes, that is it. I'm wandering about to see what grows on the island." A cloud of dust rose from something under his feet. He stooped to see what he had stepped on. It was a puff ball, brown and soft, sending its seeds as soft as pollen into the air when it broke. Herman found another, squeezed it and watched the dust fly out. "How Junior would like this!" he thought, and was sorry again that he had chosen to come without his small brother.

Presently he heard a rustle in the bushes and going further discovered a whole family of little wood animals playing together. Herman wanted to laugh, but laughing all by himself sounded empty. Once more he wished for Junior.

He went on up the path and stopped by a spring to eat his lunch. As he took the bag from the stick to open it, his eye fell on something the like of which he had never seen in all his life. It might have been a fairy's covered basket, for it was no longer than the part of his finger from joint to joint; or, as he looked closer, it seemed like a beautiful pale green jewel with a dotted band of black and gold. It was hanging from the under side of a log. He dared not touch it for fear of harming it, but it seemed to him the prettiest thing he had ever seen. He did not know that it was a chrysalis or caterpillar's cradle, from which would come in a week or two one of the beautiful brown and orange butterflies he loved to see flying about. He only knew that it was so lovely that it made him wish for his mother. His mother loved all beautiful things, and knew a song about them:

"All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

He gave us eyes to see them
And lips, that we might tell
The goodness of our Father,
Who doeth all things well."

(*Songs for Little People. Also in other collections.*)

He was thirsty and looked for a cup to fill at the spring. He had packed his bag himself, but now he remembered he had put in no cup. However, there were other things in the bag, and he tore squares of paper and worked with them until he had invented a paper cup. He was much pleased with himself but he missed something. There was no one to look on and say "Now make me one, Herman," which Junior always said when his big brother made anything new.

"Something is the matter with my birthday trip," sighed Herman. "It was going to be so fine. But nothing is as much fun as I thought it would be." He wondered why.

He slowly ate his lunch, still wondering why. Everything had turned out as he had planned: he had chosen his climb; the whole way had been filled with interesting and beautiful things, but there was something lacking. Even eating his lunch by himself was not what he had expected. He wished it were a picnic, with his father and mother and Junior.

Suddenly he jumped up. He knew what was the matter with his birthday trip. He began to think very fast. He looked again at the lovely green jewel hanging from the log. "Perhaps I could draw it for mother," he thought. He took out the box of crayons he had brought and worked for several minutes. "I can tell her about the black and gold dots," he said, for he could not make them show in his picture.

Then he took another paper and drew a picture for Junior. It was of the blue heron he had seen. The day seemed happier. Halfway down he stooped to pick up a puffball for Junior and when he found again the bits of wood with lichen he gathered some to show his father. Oh, he was having a splendid birthday trip, he thought, and was still whistling merrily as he came in sight of his house. Junior was playing by the door and ran to meet him. Herman pulled the puffball from his pocket. "A present from my trip!" he cried and laughed to see Junior's surprise as he squeezed the dusty ball. "Come and find mother and father," he said. "I have a whole trip to share with you all."

When they were all together he told them all that had hap-

pened. He gave Junior the picture of the heron and his father the bits of lichen. Together they marveled at the lovely color, and Herman heard how the lichen grew. Then he told of the animals playing and turned somersaults for Junior, to show how the animals he had seen had tumbled over each other — until Junior laughed with glee and fell over and over trying to turn somersaults, too.

He showed them the cup he had made and taught Junior how to make another, which made his little brother very proud indeed. And last of all he took out his picture of the green jewel hanging from the under side of the fallen log. "But my picture isn't half so pretty as it is," he explained.

"A chrysalis!" said his father. "Where did you find it?"

"I would walk a long way to see anything so beautiful," said his mother.

"Won't you take us to see it, Herman?" asked Junior.

So, with their treasures in their hands they went over the path with Herman, and this time Herman felt quite differently. Now when he laughed aloud it did not sound empty. When he said "Oh, look!" there was some one to listen. When he found something strange there was some one to explain. At last they came to the fallen log and Herman pointed to the chrysalis. The four of them almost held their breath as they fell on their knees to gaze on the green jewel-like thing.

"Look!" said Herman, and pointed to a brown and gold butterfly flitting above them.

"He was once folded into a cradle like this one," said his father.

"And was only a brown caterpillar when he made it," said his mother.

"Isn't it wonderful!" said Junior.

"Sing your song about it," said Herman and his mother sang:

"All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

"He gave us eyes to see them
And lips, that we might tell
The goodness of our Father,
Who doeth all things well."

"I'm glad I had lips to tell what I'd seen," said Herman. "It's been a great birthday."

WHEN THE FRESH AIR CHILDREN CAME

George's father was reading the newspaper.

"Listen to this," he said. "'Garden Village is chosen as the Healthiest Town — Has a Chance to Share Its Fresh Air.'" Garden Village was the town where George lived with his father and mother. George listened as his father read on. The town had had visitors, the paper said, men and women from the great city thirty miles away. They were looking for the right place to send children in the city for a vacation. The children in the city, the paper said, lived in crowded, hot, dirty rooms, in crowded, hot, dirty neighborhoods. They had no place to play except in the streets with the sun blazing down upon them and automobiles blowing their horns at them to keep out of the way. Often, it seemed, children became ill unless they could have two weeks in the country to breathe the fresh air.

"In all the countryside," the paper said, "there has not been found so suitable a place for these children as Garden Village. The air is fresh and health-giving, the streets are clean and safe, the lawns are shady and tidily kept; there are no piles of refuse, no swamps, no flies."

George was glad he lived in a good town. He remembered the clean-up campaign they had had, and all the rules that had been made to keep the town safe and healthy and beautiful.

"I hope the city children will come," he said. "They'll be lucky to live in such a good place for a while."

"If they come we'll have to help," his father replied. "This is what the paper says about it: 'To entertain these children it will need the help of every person in the village. Money must be given, homes must be opened, sacrifices made.' That," his

father went on, "means that we'll have to give up something we want so that the children will get what they need."

"I'll go without the new porch swing I wanted," said George's mother, "and the money will pay the board of one child."

"The paper says," said George's father, "that many cars will be needed both to go and get the children and to give them rides while they're here. Well, I hate taking the train to business every day, but I think those children need the fresh air more than I do. They can have the car and I'll take the train."

A step was heard outside. Mrs. Ellery, their next door neighbor, was at the door. "I came to see George," she explained. "I've just about decided I'll give up two weeks of this summer to a Fresh Air child if you will help me, George. If I ask one to come, could I depend on you to play with him and give him a good time? I shouldn't know how to make him happy alone."

"Of course I'll help you," George promised. "I'll play with him every single day."

So Mrs. Ellery went back to send off her invitation. She was very much pleased, and George was pleased. He would have a part in the city children's coming and he hadn't needed to give up anything at all.

The day before the children were to arrive it seemed as if the whole town were making preparations. Every family was giving help of some sort to make it possible for the city children to enjoy the fresh air of Garden Village. Every one looked forward to their coming.

George wondered how the children felt. "Guess they must be getting excited about now," he said. "Probably they can hardly wait to come."

If he could have seen the face of one boy in the city, he would have been very much surprised. The boy was sitting gloomily on the steps of the dingy brick building that was his home. It was a long row of dingy buildings all exactly alike. They were built close together with no space between, no yard in front, and in the back only enough for a pile of ashes and a clothes-line. It had been a hot day, and the rooms inside were like ovens. The more persons in the room the warmer it seemed, and sometimes

whole families lived in one room. Now they were at the open windows, on the fire-escape or on the steps in front of their homes, trying to get a breath of air. Children were as thick as flies, clinging to railings, climbing over each other, crowding around the hurdy-gurdy in the street, teasing the ice-cream man for a cone.

Trolley-car tracks ran through the middle of the street and overhead roared the noisy elevated train.

Some boys playing on the trolley tracks called to the one who was gloomily brooding on the door-step. "Hi! Jim," they shouted, darting out of the way of a car, "come on and play!"

But Jim did not feel like playing. He felt more like weeping. He was thinking.

"Tomorrow I have to leave all the fellows and dad and mom and Jennie and Peter and Susie and everybody. Got to go to a place nobody ever heard of where there's nothing to do and nothing to see, no movies, no hurdy-gurdies, no elevated trains, not even street-cars. Nothing but mountains and houses and grass and trees. Got to stay two whole weeks. Nobody I know, no fun nor nothin'. I'd rather be sickly and stay here than get better in that lonesome place." He looked again at the card he had been given. On it were these words: "Jim Pollock goes to Mrs. Ellery, 16 Main Street, Garden Village." He hated the name of Garden Village. "Two weeks I got to be there!" he wailed, and put his head down on his knees.

It was just about this time that George was saying to Mrs. Ellery, "I guess they must be getting excited about now." He had been naming over all he meant to do for the boy who should be at Mrs. Ellery's. "As soon as he comes," he planned, "I'll run right over and tell him I live next door and we can do things together. I'll take him to the swimming hole so he'll know all the boys right off. Then the next day the Boy Scouts are taking us on a hike and he can go on that. He'll like cooking the bacon outdoors.

"And one day dad's coming home early and will take us all on a picnic, and another day he's going to drive us to the Indian reservation and tell us stories about the Indians.

"Then next Tuesday the circus is coming to town. We'll get

up early and go down to the station and watch them unload, and follow the parade, and in the afternoon we'll go to the circus, and feed peanuts to the elephant.

"And on other days we'll go down to the playground and try all the swings and slides and bars. I've got something planned for every day of the whole two weeks!"

"Thank you, George," said Mrs. Ellery gratefully. "If you had not promised to help, I should never have taken a boy."

George looked across the lawn. Some one was stopping at his house. "It's Uncle Ned," he exclaimed and ran to meet him.

"Hello, old pal," his uncle greeted him. "You're just the fellow I came to see. How would you like to go on a camping trip to the Three Lakes with me?"

"Oh, boy!" exclaimed George, "I'd rather do that than anything in the world. Let's go in and ask mother." Suddenly he turned, remembering.

"When were you going?" he asked.

"Starting tomorrow," was the answer.

George stood perfectly still. He thought of the plans he had made for the next two weeks. He thought of the boy coming to Mrs. Ellery's. "Probably he wouldn't mind," he said at last. "He's lucky to be coming to such a good place anyhow. He'll probably find enough to do. Probably I couldn't help him anyway. Probably he'd rather be alone. Probably it wouldn't make any difference to Mrs. Ellery" — there he stopped for he knew it would make a difference. Over and over Mrs. Ellery had said, "I shouldn't have taken a boy, if you hadn't lived next door and promised to help me, George."

"What are you mumbling over so fast?" asked Uncle Ned.

But George did not answer. He was thinking, "I *can't* give up going with Uncle Ned. I always wanted to go camping with him and I just *have* to go. Mother wouldn't want me to give up going. Mrs. Ellery wouldn't want me to. That boy wouldn't want me to. Nobody else would give up" — he stopped short again. He remembered that his mother had given up the new porch swing to pay for a child's vacation. He remembered that his father was giving up the car for two weeks so that the Fresh Air committee could use it. He remembered that nearly every-

body in town was "making sacrifices." And he had promised Mrs. Ellery.

"Oh, dear!" he burst out, "I can't go, Uncle Ned. Mother will tell you." And he ran as fast as he could run down behind the garage, because he could not bear to let his Uncle Ned see his disappointment.

The next day George was on Mrs. Ellery's steps when the car brought Jim from the city. George had been thinking about his disappointment, but when he saw Jim he thought instead about him. Why did he look so unhappy, coming to this healthy town? Didn't he know it would make him stronger? Could it be that he hadn't wanted to come? That thought made George jump off the railing and run down to the car.

"Hello," he said. "My name's George. I live next door to Mrs. Ellery. We're going to have great times together while you're here — swimming and hikes and circuses and everything. I thought you'd never come." He smiled, and as the other boy listened and saw the smile, the scowl on his face slowly faded away.

"Hurry up and put your things inside," said George, glad to see the gloomy look disappear. "The rest of the fellows are waiting for us at the swimming hole. We're got an extra suit for you. Say," he called, as the boy went inside with Mrs. Ellery, "what's your name?"

"Jim," said the boy, with a grin, and George ran home to tell his mother, "It's a good thing I didn't go on that camping trip. I've got a lot to do to keep Jim from being lonesome these next two weeks."

THE VALENTINE BOX

It was recess time. The children were bunched in little groups talking about the valentine party tomorrow. Hammond was on the committee which was planning it. It was he who had thought of the valentine box, where the children should drop the valentines they were sending each other. It would be opened at the party and no one would know who had sent the valentines.

Hammond was on his way now to ask Miss Powell for a big box.

Huddled alone on the steps was the dark-eyed new boy who had come only a few days before. He looked lonely. Hammond knew that it was because the children did not ask him to join them. He did not understand the games, and the children laughed when he talked. He had come from across the ocean where people speak differently.

Hammond could speak only one language, and thought it was quite wonderful to know a boy who could speak two, even if he did make mistakes in one. He stopped and spoke to the new boy.

"Hello, Giovanni," he said. "They're all talking about the party Friday. You're coming, aren't you?"

Giovanni shrugged his shoulders. He did not know.

"We're going to play games," Hammond explained, "and have ice cream, and get our valentines." He stopped. Giovanni was so new that probably nobody would think to send him one.

"Valentine? What is that?" Giovanni asked.

"Oh," said Hammond, "it is a little card or paper letter with pictures on it. It means, 'I like you a lot.' People send them to people they like. You'll see them at the party."

He went in, wondering how he should feel, if he thought no one would send him a valentine. Miss Powell gave Hammond a box and he took it outside. Giovanni was still sitting alone on the steps, looking enviously at the other children chatting and playing.

"See," said Hammond, sitting down beside him. "This is the box where people put their valentines. Now I have to trim it all up; to make it look pretty, you know."

Giovanni grew quite excited. "I—I help?" he begged. "My fadder—he make-a-da picture. I have plainta paper—beautiful. Come with me today. I show you."

Hammond was delighted. He had wondered how he could trim the box. After school he went with Giovanni to his home and to the little shop underneath, where Giovanni's father sold lovely pictures and frames from Italy. He wandered about the

shop while Giovanni chose some gold and red paper to cover the box, and Giovanni's father painted curly leaves in gold around the edges.

Proudly Hammond carried it home with him. "Mother," he said, "I like Giovanni a lot. I'm going to send him a valentine." When he had finished it, he dropped it through the slit Giovanni's father had made in the box. "The first one to go in," he thought, much pleased.

The next day he was so busy at recess and at the noon hour, helping to plan the games, that he had no time to think of Giovanni.

School was over and the party had begun. The children came crowding up to put their piles of valentines in the red and gold box.

"O-ooh! What a lovely box!" they exclaimed. Hammond looked around for Giovanni.

"Where did you get that nice red paper?" asked the children.

"From Giovanni," Hammond explained, looking anxiously everywhere. "Giovanni's father has the best shop! He's a real painter. See, he painted the gold things on. Where *is* Giovanni? I thought he'd be here to hear how you liked it."

But Giovanni had gone.

"Gone? Didn't he know there was a party?" the others asked, amazed.

"Yes, he knew it. I told him," said Hammond.

For a minute everybody stood perfectly still. They couldn't imagine going home before a party. "Did he know there were games and a valentine box and ice cream and everything?" Mary said.

"We haven't asked him to play games with us much," said Hammond, very much ashamed, "and I suppose he didn't think there'd be anything for him in the valentine box."

The others were silent again. Not one had a valentine for him.

"After he made us the box, too!" John said, in a little voice.

They all felt very sorry and uncomfortable. Hammond felt worst of all. While they were talking, he opened the box

and put his hand down at the very bottom. He thought he should find the valentine he had put there for Giovanni. He didn't know what he intended to do, but he meant to get it.

But it was not Giovanni's valentine he brought out. Instead it was an envelope addressed to himself. There were curly gold leaves on the outside, and more on the inside, with lovely blue and pink and lavender on them, too. It was one of the beautiful cards Hammond had seen in Giovanni's father's shop. In the center, carefully spelled out, were the words, "I like you." Giovanni had put in the first valentine after all. And then he had not come to the party! Why should he? thought Hammond, as he reached in for the valentine he had put there for Giovanni. Why should any one go to a party if he thought he'd have a bad time?

Something had to be done. The games were beginning. Hammond had helped to plan them, so they were all his favorites. He wished Giovanni were there. They could be learned easily. But Giovanni thought nobody liked him, and nobody would ask him to join in the games. Hammond looked at the two valentines in his hands. How was Giovanni going to get his, to know that Hammond liked him? It was a long way to the little Italian shop. Any one going there now would miss the whole party, yet there would be no time to go afterward. How quick Giovanni had been to offer help! And how kind his father had been! Hammond's coat was on by now. He would have to miss the party, of course, but somehow that seemed better than having Giovanni miss knowing that he liked him. He told Miss Powell he was going.

"I am glad," she said. "Bring him back if there's time."

The thought that there might be time made him run all the way to Giovanni's. He found him in his father's shop. All in one breath he gave him his valentine, thanked him for his own beautiful Italian one and told him to hurry back with him before the party was quite over.

Giovanni's eyes, which had looked so sad lately, suddenly shone, and clutching his precious new valentine he ran back with Hammond.

"We're so glad you came," said Miss Powell. "We were

just going to open the beautiful valentine box you made us. And then we'll have our ice cream."

"It's too bad," said John, "that we've played all the games, but we'll teach them to you at recess Monday."

"Why," said Mary, who was opening the box, "the very first valentine is for Giovanni!" and sure enough it was.

But the strangest thing was that nearly every other one seemed to be for Giovanni. The little Italian grew more and more amazed. Hammond understood that while he had gone the box had been opened and that now all the children were sharing with the new boy the prettiest valentines they had received.

He thought proudly of his class when he saw the piles of gay colored cards in both of Giovanni's hands. "Why are they so kind?" Giovanni wondered. "You see," said his new friend, "it shows, Giovanni, that they like you a lot."

TWO STORIES ABOUT FISHING

Simon Peter and Andrew and James and John were fishermen. One morning they were cleaning their nets on the shore of the lake. They were tired and hungry, for they had fished all night long and had caught nothing at all.

While they were working Jesus came along the shore. He stepped into Simon Peter's boat and asked them to row out a little. There were many people following Jesus and he could speak to them better from the boat. After he finished talking to them he said to Simon, "Row out where it is deep and let down your nets for a catch of fish."

Simon Peter did not know Jesus very well then. He had not been his friend for very long. He did not know that you could always count on Jesus to be helpful. He did not understand yet that you could always depend on what Jesus said.

He was surprised that Jesus should tell them to row out where it was deep, to fish. Hadn't they been fishing all night long and caught nothing at all?

"Master," he began to object, "we toiled all night long and took nothing." Then he added, "But as you tell me to, I

will put down the nets." They did so and brought in such a haul of fish that their nets began to break. They learned that day that they could depend on Jesus.

* * * * * * *

This is the next story.

It was after Jesus had died. I mean it was after he had got through with the body his friends knew. His friends were sad. They thought they should never see him any more. No longer, they thought, could they depend on him to teach them how to act, or to help them. If that had been so it would have been sad. But God does not send such goodness and helpfulness and love into the world to let it die. He sends it to live forever. Jesus had told them so, many times. He told them that he should live on, and that we should, too. But his friends forgot, or did not understand. So they were sad.

Peter said to the others one day, "I am going fishing."

His friends said, "We will go fishing with you."

So they got into the boat, and they fished all night. But they caught nothing at all. It was like that other time, two or three years before, when they toiled all night and took nothing. But that time Jesus had come along and helped them to find the fish. They had not grown to depend on him. Since then they had. They wished he were there now. He would surely help them again. He always helped.

It was growing light, for day was breaking. Some one was walking on the beach. They heard a voice saying, "Children, have you any fish?"

"No," they answered.

"Throw your net in on the right of the boat," came the voice again, "and you will find them."

They did so, and could not haul the net in for the quantity of fish in it, like that morning two or three years before.

"Oh," cried one of the fishermen, "it is the Master!"

And though the figure on the beach did not look like the Jesus they knew, not one of them doubted. It *was* Jesus—his helpfulness, his love, their friend whom they could depend upon. It was those things which made him Jesus, different from others, not the way he looked!

Simon Peter was so overjoyed that he could not wait for the boat to land. He threw himself into the water and swam ashore to get there first to tell his Master how glad he was. For it made all the difference in the world to him, and to us all, to know that what we love can never die.

THE ENCHANTED PALACE

"Come," said one child to another, "I have heard of a new place to play. It is as beautiful as a palace. It is on the edge of a wood."

"Have you seen it?" asked the girl as she gladly joined him.

"No," the boy told her, "but I have heard of it. There are a hundred singers, so there will be plenty of music, and gay winged creatures dart about in the sunshine, waiting for us to play with them."

"I like singing," said the girl, "and the winged creatures sound like fairies! Tell me more."

"The ceiling is heavenly blue," the boy went on. "The walls are high, of the loveliest green, and the floors are covered with a soft carpet of many bright colors."

"I like blue ceilings," laughed the girl, clapping her hands. "They are like the sky. I like green walls; but most of all I like to run about on soft carpets of bright colors. Let us hurry!" She danced down the path, the boy running after her. Presently they came to the edge of the wood, and stopped in surprise.

"Is this it?" each one asked the other, looking about disappointedly.

"I am sure this is the place they told me," replied the boy, "but I cannot see how this is beautiful."

And truly, it was not at all what he had expected. The walls were bare and brown, with no green upon them. Above them arched, instead of heavenly blue, a great stretch of dull gray. As for the bright carpet, if there ever had been colors there they had faded now to dinginess.

"Where is the singing?" wondered the girl. "And where

are the gay winged creatures for us to run after? I do not call this a good place to play."

The boy did not know how to answer. How could he know what had happened to the beautiful palace?

At length he said, "I think it must be enchanted. In olden times, I have heard, such things did happen. People and palaces were put under spells of enchantment. They must wait for the right one to come along to break the spell and make things as they were again. What could break the spell, I wonder?"

As they stood there a thousand voices seemed to answer him. At first it was like the crooning of the wind in the trees, but gradually the children could make out words.

"Singing time," the boy heard on one side, and "Springing time" on the other. "Ringing time," the girl caught at her left, and "Winging time," sounded on her right.

"Perhaps," said the boy, "WE can bring it about! Let us try singing."

So together they sang and sang, but the palace remained as grim as ever. There was no change.

"The voices said springing time," the girl remembered. "Shall we try?" But although they skipped and bounded and sprang over the ground, there was no change in the look of the palace.

"Ringing time," the boy suggested again, — "but I have nothing to ring."

"And winging time," the girl joined in. "We have no wings. What did the voices mean? If there is such a time, how can we bring it in?"

They did not hear the palace with its thousand voices, laughing softly to itself and crooning:

"They cannot bring it in
Ring it in, sing it in,
They cannot bring it in,
Children of men!"

"Come," said the boy to the girl. "This cannot be the beautiful palace at all. How could any one call it a good place to play? There is no life here and never could be. There is no

color, no music. It is quite deserted, a forlorn shell where no one could live. I do not believe it is even enchanted, for spells can be broken and nothing could help this!" He took the girl's hand and led her down the hill.

A thousand voices followed them:

"When it is singing time,
Springing time, ringing time,
When it is winging time,
Come back again!"

But even if the children had heard and understood they would not have believed that any time or any one could bring back life to that dull gray place.

One day, a long time afterward, they wandered in their play so far that they lost their way. One path after another they took until they found themselves climbing a hill to the edge of a wood. Ahead of them was the prettiest sight they had ever seen. Tall trees in softest green stood like walls of a great building, almost meeting each other's branches to form rooms. Above, the bluest of blue skies smiled down on them, and at their feet was a soft carpet of bright-colored flowers peeping out from the grasses and making fragrant the air all around. In the sunny outdoor rooms gay winged creatures darted here and there inviting the children to chase. The songs of a hundred birds came to them, and the wind made sweet music in the trees.

The children stood entranced.

"The enchanted palace!" they both cried at once.

"Some one has broken the spell," declared the boy. "Who could have brought it about, — the singing time, the springing time?"

"It must have been the birds," answered the girl, as she listened to their joyous singing.

"Or the flowers," offered the boy. "See, they are springing up everywhere."

"Or the Easter bells," added the girl, "listen!" From far down in the valley came the chime of church bells.

"Or the butterflies," replied the boy. They joined in a

merry chase for the gay winged creatures, darting about high above them in the bright sunshine.

But the palace laughed softly to itself, and its thousand voices sang the true answer:

"Springtime is singing time,
Springing time and ringing time;
Springtime is winging time,
And Springtime is here!"

"A MERRY CHRISTMAS"

There was once a child named Kingman who had a great many toys. One he called his moving picture. It was a round box which whirled on its standard. Inside, along the edge of the box, was curled a row of pictures, each a little different from the last. When you twirled the box and looked through the slits in the sides, the pictures showed children running about, men and women walking and throwing balls, animals jumping up and down. It was so interesting that when other children came to Kingman's house they were entertained happily all the afternoon.

Another toy he called his chariot. It was a little car in which he could sit and push himself forward with his feet.

There was also a set of blocks. With them he and his playmates built houses and stores, and all kinds of play furniture.

There were other toys, of course; but of all those which the last few Christmases had brought him, these three alone remained unbroken and good to play with.

It was nearly Christmas again. Kingman liked Christmas. He liked having surprises for his father and mother. He liked putting wreaths in the windows, and most of all he liked calling "A Merry Christmas" and having it called back to him.

As he helped his mother hang a wreath in one of the side windows, he saw in the small brown house next to his the face of his little lame neighbor, Timmy.

"I wish," Kingman said to his mother, "that Timmy could have a Merry Christmas like me."

"Perhaps he will, if you wish hard enough," answered his mother. "Timmy's mother told me that the doctor says if he had something to ride in, he could push himself with his arms or legs. They would like to buy him a wheel-chair or tricycle, but can't afford to this year."

"Then how can he have a Merry Christmas?" asked Kingman, carrying wreaths to the other windows.

Across the street lived Ann and George and John, Kingman's playmates until the other day when a whooping-cough sign was put on the door.

"Oh, dear!" said Kingman, "I wish Ann and George and John could have a Merry Christmas like us."

"Wish hard enough," answered his mother again, "and perhaps they will." But Kingman did not understand what she meant.

One of the happiest parts of Christmas to Kingman was the opening of his bank and taking out his money to buy presents for his father and mother, and pretty cards to send to his cousins and friends.

This year Kingman bought a tie for his father, and a dainty lace collar for his mother, but he did not let her see it. Together they walked home through the crowds of good-natured people laden with bundles, and all calling "A Merry Christmas!" to each other. They passed a large brick building where lived many boys and girls who had no mothers and fathers. Kingman thought of the surprises he had for his father and mother, and all they did for him at Christmas time.

"I wish," he said, "that the children in there could have a Merry Christmas like me."

Once more his mother answered, "Wish hard enough, little son, and perhaps they will."

What did his mother mean? Did wishes come true like that?

He went home and looked over his gay Christmas cards. "A Merry Christmas!" said one, and "A Merry Christmas to all!" said another. Kingman chose one for Timmy, the little lame boy next door. "I wish I could get him a chair," he thought. "That would make the Christmas-card wish come true." But of course he could not get a chair. He had no

money. All at once his eye fell on his "chariot." He would soon be too big for it. Could Tommy use it, he wondered?

"Mother," he cried, running downstairs with it in his arms, "I'm going to take my chariot to Timmy!"

He ran across the lawn and rang the bell. Timmy's mother came to the door.

"Merry Christmas!" he said. "And Merry Christmas to Timmy! Can he ride this, do you think?"

Timmy's mother looked at the chariot.

At last she said, "It *will* be a Merry Christmas for him now! The doctor said the exercise would be good for him, and he can move his legs enough for this." They went in to where little Timmy sat, and put him on the car. He put one foot carefully after the other, and pushed himself along. "See," he cried, "I can make myself go!" All the way around the room he pushed himself, laughing and calling, "Merry Christmas! Merry Christmas! Merry Christmas!"

Kingman ran joyfully home to his mother.

"Mother," he said, "the wish did come true! I wished Timmy would have a Merry Christmas and he's having it! Now I wish —" he stopped and went upstairs. When he came down he carried his moving picture. "Ann and George and John like to play with this," he explained to his mother. "Could you please carry it over to their house and say, 'I wish you a Merry Christmas,' for me? They'll have something to play with now all through their quarantine."

"Isn't it *fun* to wish people a Merry Christmas hard enough to bring it to them!" he said to himself, as he danced back to the playroom. He was having such a good time! He began to pile up his blocks. They were the only things he had left good enough to give away. But the Children's Home must have a Merry Christmas. He had wished it; now he was making the wish come true. Any number of children could play with these blocks at once. Oh, it would be a Merry Christmas for them!

It was a tired boy who went to bed that night, for he had carried joy to so many people. At the Children's Home his father had let him stay and play, to show the children the many kinds of buildings they could make with the blocks. When he

came away they called, "Thank you, Kingman. A Merry Christmas to you! You have given one to us."

He was almost too happy to go to sleep. "I made all the wishes come true," he said to his mother. "You told me I could if I wished hard enough." He laughed as he remembered something. "They wished *me* a Merry Christmas too," he chuckled, "but they didn't need to, I'm having it!"—which was funny when you think of it, for Christmas wasn't until the next day!

THIS IS CHRISTMAS

There was once a little fairy child who wandered by mistake into the mortal world. She had often come in the summer when flowers were blooming and gay birds sang in the branches of green trees. But this time it was winter. She could not find her little flower friends, and the greenest trees she saw were in the city square. They were not growing but were together in bunches, and people came to buy them and take them away.

"Why is everything so different?" asked the fairy. "Why have the flowers gone and why have the trees been cut down?"

"Christmas is here!" she heard somebody say.

"Christmas?" repeated the fairy, puzzled. "What is that?" and she started out to find the answer.

First she flew across the square where she saw three children gazing into the windows of a great store. The windows were full of toys and in the center was a tree, like those being sold on the square. But this was sparkling with colored lights and loaded with presents to use and play with.

"Is this Christmas?" the fairy asked, but the children did not hear her. They were busy choosing the toys which they would like for their own. The tiniest child clapped his hands as he saw a toy duck waddling across the floor.

A tall man with a kindly face, a girl with a blue coat and a boy with a fur cap stopped to watch the tiny child. The child pointed excitedly and tugged at his sister's skirt. The sister was looking longingly at a little sewing machine.

"See, Jack," she said to her older brother, "it really stitches! And there are some patterns that show how to make little dresses.

If I had that I could help mother sew and maybe make clothes for little brother."

The older boy nodded. "And if I had that knife," he was saying, "I could whittle out toys for Sary. I know, because my teacher showed us how."

The tall man with the kindly face came nearer. "Who is Sary?" he asked, and the fairy listened as the answer came: "Sary's our sister. She's sick."

The tiny brother pulled his sister's dress again and cried, "Look, Minnie, the duck! Ask Santa Claus to bring me the duck!"

Jack lifted the little brother in his arms. "Santa Claus doesn't bring presents to everybody, little brother," he said. "He won't come to us this year, but we can have Christmas just the same. What was it we said we would all give mother for Christmas?"

"I know, we said we'd help her and smile all the while," the fairy heard the little child say as they went on. The tall man with the kindly face followed.

"Is this Christmas," the fairy asked herself, "a time of sparkling trees and presents for some, but for others only windows full of wishes? Sary is sick, there was a tear on Minnie's cheek, and Jack was sad because little brother had to be disappointed. I do not like Christmas," she decided. "I wish the bells would not ring." For through the wintry air the joyous notes of Christmas chimes pealed forth.

"Ring, ting, ding, dong! Ring, ting, ding, dong!" sang the bells from the tower high above her, and they seemed to say, "Oh, sing a song! A Christmas song!"

"Why should any one sing a song?" the fairy wondered. "Why are the bells so joyous, as if Christmas were a happy time? It is not happy for those children. I do not like Christmas. I shall not sing."

Far down the street a crowd of children had gathered about a jolly man with a pack on his back.

"Santa Claus! Santa Claus! Have you a present for me?" they were shouting. As they came near, the fairy saw that the tall man with the kindly face was in the crowd, and the girl with

a blue coat, and the boy with a fur cap. They were inviting Santa Claus and all the children to a party.

The fairy, being a fairy, recognized at once that Santa Claus was a kind of fairy, too, and she had no fear in going to him.

"Tell me," she said. "What is this about?"

"It is Christmas," answered Santa Claus, "the time when I visit the earth children with gifts."

"Oh," said the fairy, "is that what Christmas means? And do you visit them *all*— Jack and Minnie and little brother?"

"Not all myself," answered Santa Claus. "I need a great deal of help. There are so many, the time is so short—"

"Then I do not like Christmas!" interrupted the little fairy. "Isn't Christmas for everybody?"

"But wait!" Santa Claus said. "You do not know what Christmas is. It is only partly Santa Claus, and partly presents, and partly Christmas trees. If you want to know what it really is, come tonight to the room under the tower."

"I will go," the fairy decided, "though I am quite sure I do not like Christmas, if Minnie and Jack and Sary and Little Brother have to be disappointed."

It grew dark very early, and the fairy thought she had never seen the stars so bright, even in summer. Lights gleamed, too, through the tall windows of the room under the tower. The bells were pealing so joyously that she flew up to look at them, as they swung back and forth. It seemed as if some of her friends, the fairies, must be pushing and pulling them back and forth.

Ring ting, ding dong! Ring ting, ding dong! they rang and seemed to say, "Oh, sing a song! a Christmas song!"

But she did not feel like singing a song yet. She flew back to the lighted room under the tower.

"Now," she thought, "I shall find out what Christmas really is."

Through the door were flocking crowds of children. Some were carrying packages carefully wrapped up. Some had dolls and some had candy. They were laughing and singing and talking excitedly, but when they came to the door they stopped, and could say nothing but "Oh!"

The fairy squeezed through and saw what they saw — a great tree in the middle of the floor. It was so high it nearly touched the ceiling; it sparkled with many colored lights and its branches had been laden with gifts, but they were almost gone now, for Santa Claus had been distributing them. The new children ran forward calling, "We'll help you, Santa Claus, we have brought many more!" In a twinkling the tree was once more full of gifts and Santa Claus was again calling off names.

"Is this Christmas?" thought the fairy. "But I do not like it, it is not for everybody." She was thinking of Minnie and Jack and Sary and their little brother. She wished they were here.

Suddenly her eyes opened wide with astonishment and gladness. They were here! There was Minnie lovingly holding a little sewing machine, and the girl with the blue coat who had been with the tall man was showing her how to run it.

Jack was exclaiming over a boy-scout knife which Santa Claus had just taken off the tree for him. The boy with the fur cap was saying, "I'm glad you like it. I bought it with money I earned myself." Down on the floor little brother watched with happy little squeals as a toy duck waddled across the floor. Near them in a wheel chair was the little sick sister, Sary, with her lap covered with presents and her eyes like stars.

The fairy flew to Santa Claus. "Is *this* Christmas?" she asked. "I like it better. I like what you are doing."

"I couldn't do it alone," Santa said. "Everybody has to help. But this is not all of Christmas. See!" He pointed to the tall man with the kindly face who was crossing the floor. Children were clinging to his hands, his coat, his arms, and they were walking toward Minnie and Jack and the others.

"Come," they said, "and see the best part of all! Christmas would not be Christmas without this."

"Now," said the fairy, "at last, perhaps, I shall see what it all means." She followed them to a niche in the wall. Together the children, the fairy, the tall man with the kindly face, and Santa Claus looked in. It was like looking at a beautiful picture, except that the little figures of people and animals seemed alive, they were so real.

A tiny baby lay in a manger on the hay. His mother and father stood smiling over him.

The cows and sheep in the stable looked on wonderingly, and shepherds with little lambs in their arms, knelt near. Over the stable angels seemed to be filling the air with sweet song — but it was not the angels that the fairy heard as she hovered close. The children were singing the story of the first Christmas night:

"Once within a lowly stable
Where the sheep and oxen lay,
A loving mother laid her baby
In a manger filled with hay.
Mary was the mother there,
And the Christ that baby fair.

"God sent us this loving baby
From his home in heaven above.
He came down to show all people
How to help and how to love,
This is why the angels bright
Sang for joy that Christmas night." [1]

The fairy listened. At last she knew. This was Christmas — thinking about a little baby who came to tell all people how to help and how to love. Christmas was his day, a day for loving and sharing and helping Santa Claus to make people happy.

"I like Christmas," said the little fairy to herself as she flew away.

CHRISTMAS AND THE NEW YEAR IN KABA

A new year had come. But of all the people in Kaba no one knew and no one cared. One year was like another to them. Children were born and grew up to quarrel among themselves. The sick suffered and died. There was no beginning and no end.

[1] From *Song Stories for the Sunday School,* by Patty S. and Mildred J. Hill. Used by permission of Clayton F. Summy Co.

What could a new year mean to Kaba, one of the far corners of the earth, where news travels slowly, where nothing changes? And yet — a change began that New Year's Day. A messenger came to Kaba, a messenger from the other corners of the earth.

"I bring you news," said the messenger. "Good tidings of great joy."

But the people could not understand. They only stared when he stopped two boys from quarreling by showing them a beautiful butterfly alighting near them. They stared again as he went about trying to make Kaba a little more clean, and most of all they stared when by some strange power he made a sick child well. They had expected the child to die. Up to that time one year had been like another to the people of Kaba. The messenger saw.

"We can change all this," he said. "May this New Year bring the people joy!" And he went away.

The days came and went. In Kaba babies were born, children and older folk quarreled, the sick suffered and died. For a while nothing changed. Then one day the messenger came back. With him were other messengers who dug mysteriously in the earth. They cut down trees, put the trees upright in the hole, and then laid one upon another. At last there stood a long, low hut where white-capped men and women moved about and invited in the sick and the lame and the blind.

It was Christmas Day, but among all the children in the new hospital, and among all those who came with them, there was not one who knew. Nor would it have meant anything to them if one of you had been there and said, "Today is Christmas." No one there had ever heard of Christmas.

All that the people of Kaba knew was that on that day the messengers from the other corners of the earth began ministering to their sick. The white-capped men and women who moved so quietly about, smiled so kindly and touched aching heads and backs with such friendly hands showed them something gentler and happier than they had ever known. No one in the whole hospital that day spoke crossly to another. No one, even among those who were well, quarreled. In fact, as the brothers and sisters, the uncles and aunts and the cousins of those who were

ill watched the messengers, a new wish, the wish to help one another, was born in them. Brothers and sisters began quietly to amuse the smaller children. One smoothed the sheet which a sick child had kicked partly away. Another was quick to see that a nurse wanted a glass of water on a table, and ran to fetch it for her. And all day long the people of Kaba wondered how it had come about.

Why had the messengers come to them? What news did they bring? What made them so ready to help the sick? Why were they spending their whole time serving others?

A doctor had taken a box from a shelf and was giving to the nurses handfuls of beautiful pictures. The nurses began to distribute them, and as the people saw what they were, they nodded to each other. They thought they understood, though the nurses spoke a different language from theirs.

"Love," said a nurse, handing a picture to a mother, and "Love," the mother repeated, looking at the picture. In it a tiny baby lay sleeping in a manger beside his mother, and sheep and oxen stood by looking on.

"Love," said another nurse, pointing to the baby as she handed a picture to a child, and the child repeated, patting the baby's picture, "Love!"

The people of Kaba had never heard the word "love," but understood in their own way.

"It is the baby's name," they said to each other. "A baby has been born whose name is Love."

"Ah, yes!" others would reply, "Love has been born. It is to tell us this that these people came. It must be news of great importance."

There came a day soon after when the nurses kept repeating "New Year." Out of the doctor's box came new pictures. They were all different, but one strong, kind-faced man seemed to be the center of each. In one he was helping a woman to rise from her bed; in another he had his arms about some little children; in one he was surrounded by crowds seeking his help; and in one he was on the floor with a towel, washing the feet of a friend.

"Love," the nurses would say when the children or their

families looked inquiringly at the pictures. Then the people of Kaba would say to one another, "Ah, yes! the baby whose name was Love. It is the same Love."

As day after day they watched the ways of the messengers from the far corners of the earth they seemed to understand even more. One day a mother made a wide gesture with her arm. She seemed to take in the hospital, the sick in their beds, the children who had quarreled before now playing peaceably together, the doctors and nurses at their work of healing and comforting.

"Love?" asked the mother, thinking of all these things.

"Love," answered the nurses and doctors, happy that at last one understood why they had come.

* * * * * * *

It is a long time since the first messenger went to Kaba, but the people there still have their own ideas. To this day they believe that Christmas is the time when a baby was born whose name was Love. They believe that after Love came the whole world was changed, and that that is why Christmas was followed by a glad New Year.

THE SLIDING PLACE

It had been snowing all night, and the big white flakes were still falling when George awoke and looked out of his window.

"Good!" he thought. "I'll make a snow man this afternoon." But the next thought was not so pleasant. It was "Oh, dear, our sliding place will be covered!"

The sliding place was a long strip of smooth ice on School Street. Every child who went to school that way slid as far as he could on that strip, and made it more slippery than ever. Now the snow had covered it. Still, George thought he could probably find the place. The snow was so light perhaps the children could push it off with their feet.

He hurriedly ate his breakfast and started out. He wanted to get in as many slides as possible before school. There were children already gathered at the slippery place. Jane had bor-

rowed a broom from somewhere and was sweeping off the snow. But they were not sliding. Instead, Egbert and John were pouring something on the ice. It was ashes, and the ashes were making it rough.

George ran up to them indignantly. "You're just spoiling it!" he cried. "Now nobody can slide."

"Oh, but you didn't see!" explained Jane. "When we came along the place was all covered with snow. We knew where the ice was, so we didn't care. But a woman was just ahead of us — she didn't know, and she stepped right on it and fell down."

"She hurt her leg," said Egbert. "I had to help her to the trolley and carry her basket."

"Then we started to slide," added Jane. "But we kept thinking of that woman. We were afraid the snow would cover it up again, so somebody else would fall. Egbert says he puts ashes on his walk to keep his mother from falling. So we went to that house over there and asked for some ashes. But we'll have to get lots more," she ended, a little discouraged. For the pail was empty now and only a little part of the ice was covered.

George was disappointed. Every day for two weeks he had skated along that spot, as had all the children who came that way. Today he had started early on purpose to have a good long time on it. Now the children were spoiling it. He took a run toward it, and slid as far as the ashes. They made him stop so suddenly he nearly fell down. How horrid to ruin such a nice stretch! He was quite cross with the children.

The snow was coming down as fast as Jane could sweep it off. In a few minutes no one who did not know could tell where the icy strip was. People would step on the snow as they stepped on the rest of the walk and slip, like that woman who had fallen. There ought to be a policeman, thought George, to warn them to take care. That was what policemen were for. They were talking in his church-school class just the other day about that. They said policemen were some of the helpers God had to keep people safe and show that he cared. The teacher had asked them to look about and find other helpers whom God used.

But there was not even a policeman here. Since there was

not, George decided that perhaps it was just as well that Jane and Egbert and John were fixing that place so that nobody could slip. They were going for more ashes now. George thought of another icy spot in the school yard where he could have a good time if he hurried. It wasn't so good as this one, but it would have to do.

As he started on a run, angry voices made him stop and look back. Some new children had come. They were scolding about the ashes. They were pushing them off with their feet.

"They'll make it all slippery again," thought George. "I ought to go back and explain, but if I do I won't have any time to slide." He went on a little more slowly. Something inside him made him very uncomfortable. It seemed to be saying, "Go back and tell them. Never mind the sliding."

"Oh, well," he said to himself, "it won't take long. I'll have enough time." So he ran back and told the children about the woman who had fallen down, and what John and Egbert and Jane were doing to prevent another accident.

"It's a good thing," one boy said. "My mother is coming along this street by and by. I don't want her to fall and hurt herself. Let's help get the ashes."

George watched them join Jane and Egbert and John. "I'd go, too," he thought, "but there come some other children. They'll brush this all off, if somebody doesn't stay and explain."

Trip after trip was made to the neighbor's house. Pail after pail of ashes was emptied on the icy place. When the last bell began to ring it was quite covered, and no one could possibly slip again. It was safe now to leave it. No new children were coming. By noon when school was out the ashes would be frozen down and could not be pushed off. George had no time to slide in the school yard, but he seemed to have forgotten that he had wanted to. The uncomfortable feeling inside him was gone now, and he went whistling in to school.

The next Sunday they learned a new song in George's class. It was about God's love and care being found everywhere. The children named different helpers God uses to show his love. They named fathers and mothers and teachers and doctors and nurses and policemen.

George thought of the icy place where he had wished for a policeman to warn people of danger.

"But supposing nobody's around!" he said to the teacher. "The other day a woman came to our sliding place, and the snow covered it so she didn't see, and she fell down. If a policeman had been there maybe he'd have helped her, but he wasn't there."

"So nobody helped?" the teacher asked.

"Well, Egbert helped her walk to the car," George remembered.

"Is there a policeman there now?" the teacher asked.

"No, and anyway, we didn't need one after that," said George, "because we children fixed it so nobody could slip any more. It was a good thing, because there weren't any helpers around."

His teacher suddenly began to laugh. "No helpers around!" she said. "What do you call yourselves, who fixed it so that no one could slip any more?"

The children looked at one another. Then they looked back at the teacher, surprised.

"Oh!" exclaimed George, as if he had just understood something, and John nodded as he said, "It was lucky we were there."

THE PRETTIEST BOWL

The children of the first grade of the Greenwich school had been making flower-pots out of clay. Miss Brown, their teacher, had explained that all the schools in the state were sending samples of clay modeling to the exhibit, to show what pretty work could be done. Each grade might send one sample, the best one from that group.

They had liked learning how to shape the clay. Martha had made her piece into a little jardinière. John made his like a saucer, to put under a vase or flower-pot. Others were like bowls, some shallow, some deep. But Jane's was the prettiest of all. Hers was a bowl, too, but the edges curved in — "just like one from a store," Bobby said.

After the clay was dry, the bowls were quite hard and ready

to be painted. Martha colored her pot red. John made his green, and Bobby's was yellow. But Jane painted hers white, with blue forget-me-nots. The whole class voted that hers should be the one to be sent to the exhibit.

Oh, they were so proud of Jane, and so proud of the little white bowl! Each child wanted to hold it, but Miss Brown said, "We must look at the bowls without touching, for the paint is not dry yet, you know."

Tomorrow the children would cover their bowls with shellac, to make them able to hold water. And as soon as the shellac should be dry, Jane's bowl would be carefully packed and sent to the exhibit.

School was over and Martha and John and Bobby were nearly home when Martha discovered that she had forgotten her book. So all three started back to get it.

Miss Brown had left when they reached school. No one seemed to be around but the doors were open. The children went to their room and Martha found her book. Once more they looked at the bowls and pots on the table.

"Mine's bigger than yours," said Martha, taking hers in one hand and John's in the other, "but see, it doesn't feel one bit heavier."

John tried them, and then Bobby. The paint was nearly dry, and they had forgotten Miss Brown's warning. And they did not see that on their fingers was left a little of the color from each bowl.

"The reason I like Jane's," said Martha, "is because it sits so flat on the table. See how she made the bottom." She picked up Jane's white bowl, turned it over and passed it to the boys.

"I wish I'd made my edges curl over," said John, as he put it back in its place. "Oh, my!"

The eyes of all three children grew big. There on Jane's beautiful little bowl were finger-marks, green, yellow and red. The prettiest bowl was spoiled! What should they do?

"We could paint it over," suggested John.

"Miss Brown put away the paint," said Bobby.

"She'd get it out and help us if we told her," said Martha. "She lives right near."

But nobody wanted to tell her. They remembered now that she had asked them not to touch the bowls. They had disobeyed her. She would be sorry.

"Let's go home," somebody said, and without another word they went.

The next day when Martha and John and Bobby reached school they found all the children gathered about the table, and everybody talking at once.

"Somebody spoiled Jane's bowl, and now we can't send it to the exhibit," they were saying. Jane's eyes were full of tears.

"Couldn't I paint it over?" she asked Miss Brown. Miss Brown shook her head.

"There is not time. It takes over night for the paint to dry enough for the shellac to go on. It takes another day and night for the shellac to dry. You know we were to put on the shellac today and send the bowl tomorrow. It will be too late after that."

Martha and John and Bobby took their seats with the rest of the children. Oh, how they wished they had run straight to Miss Brown's and owned up at once! They could have given Jane's bowl another coat of white paint, and it would have been ready, like the others, for the shellac. By keeping still they had kept the bowl from going to the exhibit. Now, they thought, they would never tell. The whole school would be too angry at them. Nobody had seen who made the marks on the bowl. They needn't tell if they did not want to.

"Children," said Miss Brown, "our grade has a chance to show that it can do something much finer than making a beautiful bowl."

All the children looked interested.

"If you had spoiled Jane's bowl, any of you, what do you think would be the hardest thing in the world to do?"

Martha took a long breath. "Say I'd done it," she answered.

"That would be brave," agreed Miss Brown, "and it would be honest. Why, making a bowl for an exhibit is something anybody could do. That doesn't take courage, or honesty, the things that count. I should be proud to be in a class that made beautiful bowls, but oh, how proud I'd be to belong to a class

that could be trusted to be brave and tell the truth! Don't you hope you belong to a class like that?"

"Yes!" said the children — all but Bobby and John and Martha, who were thinking hard. All that morning they kept on thinking. They felt very uncomfortable. They knew what they ought to do, but it was hard.

When the time came for shellacking the bowls Jane said, "Shall I paint mine over now, Miss Brown?"

"Unless the one who spoiled it would like to," said Miss Brown. "That would be making up for it as well as he could, wouldn't it?"

Then the most unexpected thing happened. Three children said at once, "I'll do it, Miss Brown!" They were Martha and John and Bobby.

Miss Brown looked as if she could not believe her ears.

"All of you?" she asked, and then she turned to the rest and said joyfully, "Children, aren't you proud to belong to a class that owns up when it has done wrong?"

At last the whole grade knew who had kept them from sending Jane's bowl to the exhibit. But oh, how much better Martha and John and Bobby felt as they did their best now to paint over the spots they had made.

When the vases were painted and shellacked and dry, Miss Brown filled them with water and planted some grape-fruit seeds in them. They were placed in every window and all the spring they made the room beautiful with the fresh green which they held. But Jane's bowl Miss Brown kept upon her desk. "I like to have it near," she would say. "It reminds me that my children can do harder things than making bowls."

THE TWINS' BIRTHDAY

The twins were having a birthday. Bob and Barbara had wakened at almost the same moment and almost at the same moment had called to each other, "Wish you happy birthday!"

Then their mother had come in and they had all sung their morning prayer together and Barbara had added, "Thank you, God, for this lovely day," and Bob had finished, "Help us to

have a good birthday. Amen." They were sure that it would be a fine birthday. It was their own day and they could decide themselves what they should do with it.

"I'll have Norton over," said Bob, "and we'll play all day."

Barbara stopped smiling. She wanted to say, "O Bob, then it won't be a nice day at all! You and Norton always quarrel over the least little thing." But Bob saw her face before she had time to say it.

"I know what you're thinking," he said, "and I know we didn't have any fun when he was over yesterday. But we don't *have* to quarrel. I can stop it if I really want to."

"But you never do," said Barbara. "You say you feel it coming on and you just have to fight. *How* can you stop?"

Bob lifted his head in the air and answered mysteriously, "Oh, I can use my mind!"

So they had telephoned to Norton, and Barbara had asked Sally and Ruth to join them, and even begged their mother to let Baby Betty play with them, too. For a while they had great fun playing hide-and-seek, but Betty couldn't understand why she should keep quiet, and usually gave away their hiding-places by making a noise at just the wrong time.

They didn't mind, for it all added to the fun, but at last Barbara said, "Let's play something that hasn't any rules; then it won't matter if Betty doesn't understand."

So they took off their shoes and stockings and went wading in the brook. It was while they were wading that Norton accidentally bumped against Bob. Bob slipped, lost his balance, and fell with a splash into the water. Norton had not meant to bump into him, but now Bob looked so funny that he burst out laughing.

Barbara looked at Bob. What would he do? The girls were laughing a little, too, and even Betty. She wished they wouldn't. There was nothing that made Bob more furious than to be laughed at. But — it was their birthday, and she did want it to be a good one.

Bob *was* furious! He was furious at Norton. He was sure he had done it on purpose. And why did they all have to laugh? How would they like it if they got dripping wet and had to go

and change their clothes and lose all that time out of play? He had a good mind to say to Norton, "All right, Norton, you can just go home. I won't have anybody so mean as you at our birthday party." He stood up and walked toward the bank.

He said nothing, not even when Norton, a little frightened, apologized, "I didn't mean to push you down, Bob." He walked past them all, looking like a thundercloud and glancing at nobody. He went straight toward the house while the others sat in a forlorn little heap on the bank and were afraid that the fun was all over.

He knew that they had stopped wading. He knew they were just sitting on the bank, saying nothing to each other, but wondering what he would do. He knew that he had it in his power to spoil this day or to make it happy again.

From the window of his bedroom, while he dried himself and changed his clothes, he could see Barbara and the others still sitting mournfully on the bank. This was Barbara's birthday, too. She looked anything but happy just now. He remembered his morning prayer for a happy birthday. He remembered how he had boasted that he didn't have to quarrel if he didn't want to. He could use his mind, he had said. Well, he was using his mind. He was thinking hard. He thought about what would happen if he let himself lose his temper. Norton would go home and he would be the only boy left. The girls would be uncomfortable and feel like going too. Barbara would be unhappy. Their birthday would be spoiled.

Still, Norton needn't have pushed him down and then laughed at him. The girls had laughed too. He grew hot all over again thinking about it. He felt himself getting angrier, and he almost *liked* feeling angry. He was nearly dressed now. Barbara hadn't laughed, he remembered. Should he spoil their day, or shouldn't he? He thought very hard. Then he suddenly rushed to the playroom closet for something. He took out a box from a shelf, ran to the bathroom and then to the pantry.

Outside the forlorn little group on the bank heard a shout. They looked up. Bob was coming toward them, carrying a box under one arm and some bowls in his hands.

Barbara jumped up, saying joyfully to herself, "Oh, he

isn't mad! He isn't mad!" But to the others she called back as she ran to meet him, "Oh, look, Bob's bringing the soap-bubble things! Wasn't he clever to think of having a soap-bubble party? It's the most fun of anything!"

So it was a happy birthday after all.

THE BROKEN FLOWER-POT

Rewritten for Telling from Bulwer-Lytton's "The Caxtons"
Suggested by Mrs. Cabot's version in *Ethics for Children*

John's father was reading a book on the lawn. From an upper window John looked down at him. His face was hidden beneath a straw hat, his book lay open on his lap. When John's father was reading, he was so interested that he rarely took his eyes from the book. No matter what went on about him, he seemed not to hear. John wondered if a sudden loud noise would make him look up; if the flower-pot on the window-sill, for instance, smashing on the walk below, would cause him to jump.

In another moment, John had shoved the pretty blue and white pot from the window-sill. It crashed in pieces around his father's feet. The beautiful geranium, with its stem broken in two, was covered with the brown earth that fell around it. John's father continued to read. He did not seem to know that anything had happened. But John's mother who was at work on the porch cried out, "Oh, my poor flower-pot that I prized so much! I would rather my best tea-set were broken! And the geranium that I planted myself! That naughty child must have done this!"

John had come downstairs.

"Yes, mother," he said, as he stepped out on the porch, "I pushed the flower-pot out."

John's nurse had followed him downstairs.

"Hush!" she said, glancing toward John's father, who had at last looked up from his book, "hush!" Aloud she said, "If he did break it, ma'am, it was quite an accident. He never meant it, did you, John? Speak," she finished in a whisper, "or your father will be angry."

"Of course," said John's mother, "it must have been an accident. Be more careful next time, dear. You are sorry that you made me unhappy. Don't worry. Here's a kiss."

But John could not take the kiss. Nor would he allow his mother to think what was not true.

"No, mother," he objected, "you mustn't kiss me; I don't deserve it. I pushed out the flower-pot on purpose."

John's father looked straight at his son. "Why did you do that?" he asked.

John hung his head. He was sorry now for what he had done, but he must tell the whole truth, even if it made his father very angry.

"For fun," he had to say, "just to see how you'd look, father."

John's father threw his book in the air and pulled John toward him. He was not angry. He looked glad instead.

"You have done wrong," he said. "You have done very wrong. But I thank God for giving me a son who speaks the truth in spite of fear."

It was good to find that his father was not angry with him, but as John watched his mother picking up the broken pieces of the blue and white pot and trying to fit them together, he grew more and more sorry for what he had done. Even if the bowl had been his own, it would have been a stupid thing to break it needlessly. But it was not his. It was his mother's — her favorite flower-pot that had been a birthday present, and her favorite geranium. How he wished he had never pushed it out! If a fairy had come just then to John and said, "I will grant you three wishes," he would have wished at once to have the bowl and the flower back in their place on the window-sill. But he knew that no fairy would offer him such a choice.

John had a domino box, of which he was very proud. It had been a present to him and was very beautiful. It was cut from ivory and painted and gilded. John never tired of playing with the set with his old nurse, or arranging the pieces in their box.

"You like your dominoes better than all your other playthings, don't you?" his father asked as he sat watching him one day.

"Oh yes, father!" John answered.

"You would be sorry," his father went on, "if mother were to throw the box out of the window and break it, for fun."

John caught his breath. Oh, how could his mother do a thing like that? Why should she? But he had broken her favorite flower-pot, just for fun. The thought of it gave him fresh pain.

"But perhaps you would be very glad," continued his father, "if suddenly one of those good fairies you read of could change the domino box into a beautiful geranium in a lovely blue and white flower-pot. Then you could have the joy of putting it on mother's window-sill."

"Indeed I would," John said, half-crying.

"I believe you would, son," his father answered, "but good wishes do not mend bad actions; good actions mend bad actions." He went out, and John was left to puzzle over what his father had said. How could his domino box be changed into a geranium in a blue and white flower-pot? And how could good actions mend bad actions?

"John," his father said the next day, "I am going to town; will you come too? And by the way, bring along your domino box; I should like to show it to some one there."

John took his domino set under his arm and together they started out. They stopped first at a nursery gardener's. They walked up and down between the rows of plants and smelled the flowers, By and by they paused before a large geranium.

"This is finer than the one your mother was so fond of," said John's father. "What is the price of it, sir?"

"Only seven and sixpence," said the gardener.

"Thank you," said John's father gently. "It is beautiful, but I can't afford it today." And he and John walked out.

The next place they stopped at was a china shop. John heard his father ask, "Have you a flower-pot like that I bought a few months ago?" and followed the clerk and his father to a shelf at the side. There before them was a blue and white vase exactly like that which he had pushed from the window. How he wished he had it to take home to his mother!

"How much is it?" asked John's father. "Three shillings

sixpence? Yes, that is what the other cost. Well, son, when mother's birthday comes again, we must buy her another."

John wanted it now. Mother's birthday was months away. He wished they need not wait. They walked on to a toy shop.

"I have called to pay your bill," said his father to the man in the shop. "And by the way, my little boy can show you a beautiful domino box." John proudly held out his treasure and the shop man examined it. "It is a very fine set," he said as he handed it back.

"About how much is it worth?" asked John's father. "It is always well to know what a thing is worth in case one wants to sell it. If my son gets tired of his domino set, what will you give him for it?"

"Why, sir," said the shopman, "I think we could give eighteen shillings for it."

Eighteen shillings! Why, that was more than the price of the flower-pot and the beautiful geranium plant put together! John's heart gave a great bound as he thought of something. He let his father pay his bill and go out of the shop ahead of him. When he joined him in the street, he was dancing for joy.

"Father, father!" he cried, "we can buy the geranium. We can buy the flower-pot!" He poured into his father's hands a whole handful of silver, but the domino box was no longer under his arm.

He dragged his father first to the china shop, then on to the nursery gardener's, and no prouder boy ever lived than John when, after placing the vase and flower on the window-sill at home, he led his mother in to see what he had brought her.

"It is his doing, and his money," said John's father, when his mother showed her surprise and joy. "Good actions have mended the bad."

A GOOD CARETAKER

There was once a child named Hugo, whose mother said to him, "Hugo, you have often asked to be left the whole day to take care of your little brother. The servants have all gone

to the next town to the holiday celebration and now your father and I have been called away. Robin is small, and he is precious. Are you old enough and brave enough, Hugo, to take so great a trust? Can you keep him out of danger? Can you keep him happy all the day?"

"O mother!" Hugo cried, "you shall see how you can trust me. You shall see how happy I can make him!"

So his mother went for her cloak and Hugo took his little brother by the hand.

"Come," he said, "we will go into the garden and swing."

They swung and they swung until they were tired. Then they went to sit under a tree, and Hugo showed Robin his favorite picture-book.

Presently down the road came some children, swinging pails and singing as they walked. When they saw Hugo they called, "Come with us a-berrying! We are making it a picnic, Hugo, and we have lunch enough for you."

"May Robin come too?" asked Hugo, jumping to his feet, for there was nothing he liked better than a picnic, unless it might be berry-picking. He loved to hear the berries fall into his pail as he picked, and he liked to taste the juice of the largest, ripest ones.

"Oh, no!" the children called back. "We go too far for him. He would tire before he reached the hill."

"Then I cannot go," said Hugo, and the children went on while Hugo turned back to the picture-book.

Before long the sound of holiday music came to him. Somewhere a band was playing, followed by marching feet. A crowd of children went racing past the garden gate.

"Come, Hugo," they shouted, "come with us and see the parade!"

Now next to a picnic and berry-picking, Hugo loved a parade. He caught Robin by the hand and hurried to the gate.

"May I bring Robin?" he asked, as the last child ran by.

"Oh, no, he cannot run fast enough," the last one called back over his shoulder. "He would hold you back, and the parade will have passed."

"Then I cannot come," said Hugo, as he watched them dis-

appearing round the corner. "I promised I would take care of Robin."

But there was no one but Robin to hear. Robin clung tighter to his big brother's hand as a great dog came past, and Hugo felt glad that he had not left him even for a moment.

The two children went to the lily pool in the garden, and together they watched the goldfish and the polliwogs darting about in the water. Then they visited Tabitha Gray, the cat, and played with her fluffy kittens awhile. Then they went back to the garden. The children who had run by on their way to the parade were coming back now.

"Shall we come in and play with you?" they asked.

"Oh, yes!" answered Hugo, delighted. Since he could not leave his little brother he was grateful for the children's offer to come in and play in his garden.

"May Robin play too?" he asked.

"We're afraid not," they answered. "He cannot understand the rules and he would spoil our game."

"But we could play 'Catch and Throw' with his ball," said Hugo.

He threw the big red ball to Robin to show them how he could catch it and how he squealed with delight if it hit him, or he missed it!

"That is too quiet a game for us," they objected. "We want to play 'Force the City Wall' and 'Swallow the Fish's Tail.'"

"Then I cannot play with you," said Hugo. "I promised to keep Robin happy, and those games are rough. He might get hurt."

He threw the ball over and over again to his little brother, and laughed to see what a good time Robin was having. At last the children left and there was more room to play in the garden. Hugo and Robin brought their big blocks out of doors, and gathered together all the pieces of wood they could find. They made a playhouse and ate their lunch together in it. They found great packing boxes in the stables and pretended they were houses; then they used the blocks for fences and steps.

They were so busily playing that neither one of them knew

that the day had nearly gone. Their mother's voice interrupted them.

"O mother!" cried Hugo, running to her. "Is the day all over so soon? It is not hard to take care of Robin. We had a good time."

"Had a good time," echoed little Robin.

"May I do it again sometime, mother?" asked Hugo. "Did I make a good caretaker?"

Now Hugo's mother had heard from the children across the street how he would not leave his little brother nor play games which left him out.

"So good," she answered him, "that this is what I heard as I came home."

She stooped down to whisper it into his ear, and this is what she said: "The neighbors who have watched are saying that all the babies on the street will be wishing they had Hugo for a brother."

PLAYGROUNDS

There was once a ruler who had twin sons. They were both so bright and handsome that when they rode about the kingdom, with their little golden-haired sister between them, the people would come to the doors and windows to see them pass. They would first wave their hands to the little Princess Marigold, for she was the pet of every one. But for the two boys they would stand at attention and salute.

"Bonnie lads!" they would say. "One of them will be our king some day."

"Which one?" the king would often wonder. The question worried him, for he wished before he died to be sure that the next ruler would work as he had always worked to make it a better and a happier kingdom. Since he could not decide which of his two boys would be the better leader, he asked advice from the wise men in the court.

Said the oldest of all, "Your Majesty, I have learned that one may often tell from the play of children how they will work later on. My advice is that you provide for each of your sons

a playground of which he shall have full charge. He shall think of it as a little kingdom which he is to try to make better and happier. We shall watch the two and be able to judge from their actions which is more fitted to be our future leader."

It was good advice, and the boys themselves were delighted with the plan.

"I know already how to rule a kingdom," Prince Hal announced, "so it will be easy to rule a playground."

"I know exactly how to keep a kingdom safe and happy," declared Prince Waldo. "Now I can try out my ideas."

The little Princess Marigold understood very little of what was going on, but she liked to play at doing what her brothers did.

"Please," she asked, "may I have a playground too?"

Her brothers laughed and her father, the king, who always gave her everything she wanted, said of course she should have a playground. But it was in the boys' plots that he was interested. How he hoped these would show who the future ruler would be!

Prince Hal chose his at the end of the palace grounds. A brook ran at the very edge, and there was meadow land beyond. The children of the town used the brook for wading and fishing, and could not understand at first what was happening. Men were digging it out, and under Hal's directions making it into a lake. It was his first plan for improving his kingdom, as he called his playground.

When the city children saw their brook being made larger they said, "It is better, for now we can swim in it, and sail boats." But when they tried, Hal and his friends shouted, "Go away! The lake is not for you!" and they drove them far over the meadow.

"We had better take the meadow also for a part of our playground," said Hal to his companions. "That will keep these city children farther away. Some of them look sick and some have dirty faces. It would spoil our playground to have them in it."

But the city children objected. "It is our meadow," they said, "and it is our brook which you have spoiled."

"We will soon show you whose it is," said Prince Hal. "I am ruler here now."

He called his friends, and together they rushed at the others. The city boys had never thought of fighting the palace boys, but now when they saw their little sisters being struck and hurt, and their playground being taken away, they kicked and hit, and bit and scratched, until they were too exhausted to keep on, and fled to their homes, crying from hurts and angrily muttering that there would be worse fights to come.

"Now," said Hal to his friends, "we have shown them who is strongest. I have proved that I am a good leader, for I have fought to improve and enlarge my kingdom."

Prince Waldo chose his playground at the opposite end of the palace grounds from his brother's. It was near a strip of woods where the city children of that part of the town came to play and to gather wild flowers. When they saw the men from the palace begin to cut down some of their favorite trees and were told it was for Prince Waldo's playground they cried, "But you are spoiling our woods! It is already a very nice playground. We play here every day."

"Then they must know that I am now in charge here," said Prince Waldo, who had heard, "and to make it a safe and happy place for me and my friends we must protect ourselves. A good king always protects his kingdom."

He ordered that a high wall be built at once around his playground, and placed guards at the gate to keep out those who were not invited.

But it was not a safe and happy place for Waldo and his friends. The city children were angry, and they threw stones over the walls, and shouted names at them. Waldo built the wall higher, but the children climbed the trees and shot stones from their slings down at those inside. When he began to cut down the trees nearest the wall, the children outside thought up other schemes. No scheme was bright enough, however, to get ahead of Waldo, and the more he shut them out the more they tried to make the playground uncomfortable.

Left by herself, the little Princess Marigold tried to copy her brothers. They could no longer play with her for they were

busy with their little "kingdoms." But her father had said she might also have a playground, so she started out with her nurse and some of her friends to choose one.

She had not traveled far before she saw some children playing together.

"This must be a good place," she said, "for the city children are already playing here. I will ask if we may join them, and if we may build my playground here."

So together the city children and the palace children played each other's games all the afternoon, and when they were tired they sat down and planned Princess Marigold's playground, what it should have in it, how large it should be, how to keep it pretty and tidy, and how to keep the children in it happy.

"I never should know all these things myself," said the princess, as they all set about picking up papers and other trash.

Some time after this the king said to the wise men, "Let us visit my two sons and see which shows the most promise of growing into a wise ruler."

As they drew near to Prince Hal's playground, they were surprised to find it much larger than it was at first, with a beautiful lake in the center. No one was enjoying it, however, for there was a fight going on.

"It is the city children again," said a worried little girl. "Prince Hal made his playground much bigger by taking the meadows where the city children played, but they keep coming back and calling it theirs. It takes all our time to drive them away."

"Is your playground happier for it?" asked the king.

"We have no time to think whether we are happy," said the little girl. "Our enemies keep us too busy. But Prince Hal is a fine leader. So far he has won every fight."

The king shook his head, and he and the wise men drove on to Prince Waldo's playground. He was met by groups of scowling, angry children who were hanging about the walls, some with slingshots, some with arrows. Some, with pockets bulging with stones, were climbing the few trees left.

The king noticed when he went through the gate that the children inside huddled quite close to the wall. They could

not use the swings or teeters set about the playground for fear of being hit by stones and arrows.

"See how my wall protects us?" said Waldo proudly. "No one can come in who is not wanted."

"A good king keeps his people happy as well as protected," said his father, and he and the wise men rode away. Prince Waldo's playground was no safer and no happier than Prince Hal's. How could they tell which would make the wiser leader later on? "We shall have to think about it," said the wise men, and they rode on about the city, leaving the king to return to the palace.

Presently they came to a place which had always been an untidy stony pasture, in one end of which people of the town had dumped their rubbish. But what a change had come over it! The rubbish had been carried away or buried. The rocks were being used as tables and chairs and playhouses, no papers were scattered about, flowers were growing everywhere. And on every hand were happy children, singing; little ones playing with their favorite toys, strong ones working in the garden together, pale ones resting under trees, little babies in their mothers' laps.

"Where do they all come from?" asked the wise men. There had always been a few children who played in the dirty, stony pasture, but now it seemed as if every child in the kingdom was here!

Suddenly the wise men spied the Princess Marigold and hurried up to her.

"Shall we take you home to the palace?" they asked.

"And leave my playground?" asked the princess surprised.

Then the wise men remembered how in her play she was always trying to copy her brothers. So she had a playground as well as they! They had all been so interested in what the boys were doing that they had forgotten that Marigold had asked for one.

They looked about at the city children. They thought of Prince Hal and how he chased away those he did not want.

"Wouldn't you like us to drive these other children away?" they asked.

"Drive them away!" repeated Marigold, horrified. "But they were here first!"

"We could keep them out with a high wall," said another wise man, thinking of Prince Waldo.

"Then how could we play with them?" asked the princess, opening her eyes wide. "How could we ever know their games or teach them ours?"

"But is it quite safe?" asked another wise man. "When the others fight or throw stones or try to quarrel . . ."

The princess laughed out loud.

"What a funny idea!" she said. "Why should we fight or throw stones? How could we play if we did that, or work or do anything together?"

"How did you know how to rule your playground so wisely, little princess?" asked one, but the princess said, "Oh, I don't rule! We make our rules together. *We do everything together.*"

The wise men rode back to the palace laughing to themselves. They went in where the king was still puzzling over his two boys. Which would make the better ruler? Which would keep his kingdom safe and happy and work always to make it better?

"We can tell you," announced the wise men surprisingly.

The king looked up. "Hal?" he asked. They shook their heads." "Waldo then?" he went on, but they shook their heads again.

"Come with us," they said, and they led the king to a flowery pasture where city and palace children played happily together, worked together to make their playground beautiful, made good rules together and kept them.

"Marigold's playground is the kind of kingdom we want," said the wise men, and the king went back to his palace, happy that after all there would be a good leader for his people when he had gone.

HOW CORWIN CHOSE HIS SCHOOL

There was once a town which had three schools. Any morning, if you were walking, you would pass crowds of children going to one or another of them. If you lingered awhile near any one of the three you would hear singing through the open windows.

By listening carefully you could understand the words.

"We sing and we play and we listen to stories, —" the children in the first school would be singing; and if you ran quickly to the second school you would probably hear:

"We sing and we play and we listen to stories, —" Then if you hurried to the third school as likely as not the very same words would come floating out on the air to you:

"We sing and we play and we listen to stories —"

Now this would make you think that the three schools were exactly alike and you would wonder how to choose among them. But dearie me, they were anything but alike, as a boy named Corwin found out.

Corwin had just come to live in the town with three schools, and he could enter any one of them.

"Since I have the chance to choose," he said, "I shall take the very best."

So he visited them all. He went to the first which was called the Do-As-You-Like School. At the door no one spoke to him, or even said good morning to the teacher. Boys and girls jostled against him in a great hurry to try to reach the blackboard first. Somebody seized the chalk.

"Give it to me," cried another.

"I will not! I got here first!" said the one with the chalk.

"You did not!"

"I did!"

"You didn't!"

"I did!"

"Who cares who got here first?" asked a bigger boy, shoving his way to the board. "Give up the chalk or we'll fight for it."

There was great confusion. They all seemed tangled up in a bunch. There was kicking and screaming and tearing of clothes, and I don't know how long it would have gone on if the teacher had not started to play the piano. The children liked to sing, so they untangled themselves and went to their seats. No one paid any attention to Corwin, so he found his way to an empty seat and listened while the children sang:

"We sing and we play and we listen to stories
And don't have to keep any rules.
Oh, all that we want is to have a good time —
It's the easiest one of the schools."

"So that is the kind of school it is," thought Corwin. "It will be queer not to have any rules, but if we all have a good time, probably I'll like it."

The queer thing about it, though, was that the children did not really seem to have a good time. They quarreled as to who should sit next to the teacher, and all the time she was telling a story they were so noisy that Corwin could hardly hear. After the story they ran to the cupboards for crayons and paper. They scattered paper scraps and pieces of crayon on the floor and nobody bothered to pick them up. They raced about and turned over the chairs, but Corwin for one was not having a good time. He disliked an untidy, noisy school, and at recess time it was worse than ever. Nobody wanted to be "It" for the games, so half the period was over before any games were played. Then all the little children were left out, half the older ones wouldn't play because they were cross, and Corwin felt strange and unhappy because no one spoke to him. Just before the children left for home they sang again their school song:

"We sing and we play and we listen to stories
And don't have to keep any rules.
Oh, all that we want is to have a good time —
It's the easiest one of the schools."

"I don't call *that* having a good time," said Corwin, "and what do they learn? I thought schools were for learning."

The next day he visited the second school. It was called Learn-to-Work School. Around the walls of the schoolroom were tables and carpenters' benches. On the tables were scissors, cardboard, crayons and paints, paste and paper. Hanging over the carpenters' benches were hammers and saws, drills and rulers. "It looks like a work room," thought Corwin. "At least children learn something here. I hope they'll show me how to use all those tools." But nobody spoke to him, nobody introduced him to the teacher, nobody offered him a seat, so he found one for himself and listened while the children sang their school song:

"We sing and we play and we listen to stories,
We learn how to work with our tools;
Oh, all that we want is to make what we like;
It's the busiest one of the schools."

"I shall like this," thought Corwin. "I like to make things." But he had no chance. The bigger boys seized the hammers and saws and kept them the whole morning. The crayons and paints were taken by the first comers; and because Corwin was polite and would not push, only a pair of scissors was left for him. These were quickly snatched out of his hands and he stood alone, with nothing to do and no one to speak to him. At the end of the day the children sang again their school song:

"We sing and we play and we listen to stories,
We learn how to work with our tools;
Oh, all that we want is to make what we like;
It's the busiest one of the schools."

"Yes, but *I* couldn't make what I liked," thought Corwin. "They ought to have some rules about taking turns and being polite. I didn't have a chance to learn how to work with tools nor anything else; and I thought schools were for learning."

The next day he visited the third school, which was called Learning-to-Live-Together School. Some children saw him coming and ran to meet him. "Here's a new boy," they said; "let's show him our school." So they took him inside and in-

troduced him to the teacher; they showed him where they put their hats and where to get a drink of water. They pointed out the waste basket they had made in which to put the scraps. "See how neat we keep the floor?" they said. "We take turns cleaning up. We'll give you a turn, too." Corwin was glad. They showed him the flowers they had brought to make the room pretty, and the vases and window box they had painted. "We'll teach you how, too," they said, and Corwin was glad again. They showed him the pictures on the walls and told him stories about them. There were pictures of people helping each other: parents and teachers helping children; children helping parents and teachers; policemen helping people across the streets; older children helping each other, taking a hurt child to the school nurse, welcoming a visitor, sharing their toys and tools. They took him outside and showed him their games and took turns being "It," and then they brought him in again to sing and to listen to a story the teacher told. It was about a Man who went about helping every one, thinking of other people instead of himself. At the end of the story they looked at a picture of Jesus, and one of the children said to Corwin: "We're trying to be like him so we can have a happy school. We sometimes forget, so we're making rules to remind us." She turned to the teacher. "Can't we show them to Corwin?" she asked. "Then he can help us make some, too."

So the teacher and Corwin and all the children gathered around a chart on the wall which said:

HOW TO LIVE HAPPILY WITH OTHERS

They read the rules and then they sang their school song:

"We sing and we play and we listen to stories,
We like this the best of the schools;
We're finding out how to keep happy together,
And learning to make our own rules."

"This is my school," decided Corwin. "I'm sure of learning something here." And from that day on he never missed a day from the Learning-to-Live-Together School.

FIRST IN COMMAND

Sir Hugh, the commander of the castle, was dead. Great was the grief that was spread abroad. The people of the castle lands went sadly about their business, scarcely greeting one another.

There was hardly a home into which the commander of the castle had not looked, hardly a child of the thousands who did not know him and love him. For it had been his custom to ride about the streets of his wide lands and talk with his people, suggesting ways and means for the improvement of their homes, and for the happiness of all.

"Only last week," they remembered, "he told us of the park and playground he was planning for us."

Up in the castle the lords were gathered in the great hall. Their leader was gone. Who would take his place? There were three who had been close to the commander — Sir Lawler, Sir Marvin and Sir Wendell. Many thought the title would descend to Sir Lawler. He had vast wealth and had spent much to gain favor. He would be willing to spend more in order to win the position.

Others spoke of Sir Marvin, who was one of the oldest lords among them. He was a strong and powerful man, and seemed to have a genius for commanding others. The men who worked with him feared him but did not love him.

Still others wondered if Sir Wendell would not be chosen. His was an old and honored name; his father and grandfather before him had served in the castle. He himself had a royal bearing, and was handsome and confident and gay.

But it appeared that the commander of the castle, before he died, had left written directions concerning his successor.

"No one shall be appointed commander," read the message, "until my plans for the castle lands are completed. The lords of the castle know of the scheme for the people's park and playground. I trust them to carry it out in all its details. I desire particularly that they attend to this themselves. In the course of the work it will be revealed to them who shall be the next commander of the castle."

For hundreds of years there had stood on the castle lands the ruins of an ancient fortress. When the new castle had been built this fortress was abandoned, and now, save for a few crumbling, ivy-covered walls, it was a vast waste space. Piles upon piles of rock had fallen in upon the once impressive foundations. Earth had sifted into the crevices and at different times had been dumped into the hollows in an attempt to bring all to a level. Seeds had taken root and sprouted, and trees and bushes made much of the area useless and unlovely.

It had been the cherished plan of the commander of the castle to clear away the tangle of undergrowth and rubbish, and to dig down to the old foundations of the castle. "The stones which are uncovered can be used for building," he had said, "and the foundations can be filled with soil. I can see in my mind acres of beautiful park land in which the people may roam at will and a great space which can be set apart for a playground for the children."

But he had died before his plan had been carried out.

Since the name of the next commander was to be revealed in the course of the work, the lords of the castle agreed that there should be no delay.

"We must hire all the men on the castle lands to proceed with this work at once," said Sir Lawler, and started toward his money chests. Huge sums would be necessary to pay the workmen. He alone of all the lords could assume such a burden. His generous offer would show to all that he was amply able to finance the affairs of the castle and the castle lands.

Above the murmurs of approval and admiration, Sir Marvin's voice boomed. The powerful knight drew himself to his full and splendid height as he spoke. "I," he volunteered, "shall take command of the men, that the work may advance with all speed. I am well versed in giving orders and managing great companies of men. They fear me and obey."

There were murmurs of approval for Sir Marvin, too. Here was a man accustomed to command. No one would be surprised should Sir Marvin be named commander of the castle.

"And while the work is going on," said Sir Wendell, "I shall be glad to take charge of affairs here at the castle. Having

followed my father and grandfather in the service of our lost leader, I feel qualified to carry on the traditions established by him and to maintain the dignity of the high office."

To this the other lords readily agreed. There was no one so handsome or princely in bearing, no one whom they would rather see temporarily filling their loved leader's place.

There was but one dissenting voice. In surprise the others turned to a youth who had but recently been knighted. "May I speak?" Sir Edwin asked the question deferentially as befitted so young a man in the company of his elders.

The young Sir Edwin had been a page to the commander of the castle. It was known that from the time Sir Hugh had chosen him as a lad to serve him personally, he had given him all the affection of a father for a son. The boy had returned this affection with such devotion to the commander and his interests that all who saw remarked upon it. It had been Sir Hugh's custom to take the boy along with him wherever he went, talking over with him the needs of the people and his plans for relief and improvement.

The face of the young man as he stepped forward was torn with grief. He had lost his dearest friend, his protector, one who had been to him a father. The older men were silent before him, knowing his suffering.

"My lords," he said, "are we not forgetting the desire of our commander when we talk of handing this work over to others? Has he not particularly desired his lords to attend to it themselves? And did he not say that as we worked it would be revealed to us who our next leader shall be? Let us read the directions once again."

Sir Hugh's last letter was read once more, and the great company was silent. Sir Lawler refrained from opening his money chests, Sir Wendell gave up the idea of sitting on the throne chair in the castle hall, and Sir Marvin questioned whether the lords of the castle would take his commands.

The other lords, however, reminded of the wish of their loved commander, said, "Let us get at it at once. Let us waste no time even in mourning. The surest way to show our love for Sir Hugh is by carrying out his desires."

It was a different looking company which set out a little later with thick boots and rough clothes, with pickaxes and shovels, to work on the park and playground. There were many noble lords, and they reasoned that, divided among so many, the work would soon be over.

But they had not realized what a task was ahead of them. Before carrying away the stones they must shovel away the soil which covered them, and before digging they must loosen it with their pickaxes. But even before that the tangle of bushes and small trees must be cut away. At the end of a week, with all their toil, it was hard to tell just what they had done, it was so little in comparison with all there was yet to do.

Each morning as they started out one would say to another, "Perhaps today we shall solve the mystery of the new commander of the castle." Some believed it would be revealed to them by magic; others that they would come upon a scroll hidden away among the ruins, and that on it would be the secret name. But as day after day passed without bringing the answer to their question, some grew tired, some discouraged, and some openly rebelled.

Sir Lawler was the first. "It is nonsense," he declared, "for us to soil our hands and tire ourselves over work common laborers can do. For my part I shall stop and hire others in my stead. And for as many others who will go with me, will I pay workmen. Who will come?"

There were many who joyfully accepted his offer.

"Good Sir Lawler!" they shouted, throwing away their picks and shovels. "May he be our next commander!"

"Are you not tired, lad?" Sir Lawler asked the young Sir Edwin.

"Never for long," answered Sir Edwin, throwing back his head and letting the sun shine on his face, "for I do not let myself dwell on it. I make myself think how I am doing our commander's bidding and helping with every stroke of the pick to bring his plans for the people a little nearer completion." And he set himself to work with new energy.

"You are a queer boy," said Sir Lawler, "making yourself think of this and that. My thoughts come and go as they will

and I do not try to stop or direct them. Just now I have the thought to stop working. So fare you well!"

Sir Marvin was the next to lay down his tools. He had felt from the first that his talents were being wasted. Now that Sir Lawler had brought in hundreds of workmen to dig among the ruins, he saw his chance.

"I am much more needed," he told his neighbors, "to direct these men. I shall stop this work myself and give orders. From now on they shall obey me." He divided them into companies, putting the lords of the castle at their head.

Young Sir Edwin watched the change sadly. Sir Lawler had taken a great part of the knights away from the work, Sir Marvin was taking more to head his bands of workmen. He even tried to get Sir Edwin.

"Would you not rather command a company than dig with your hands?" Sir Marvin asked the young man.

"Command a company?" repeated Sir Edwin. "Before I have yet shown that I can command myself? Let me prove that I can give orders to myself to see this thing through before I undertake to direct others."

"You are a queer boy," said Sir Marvin. "You should know that it is much easier to give commands to others." And he left Sir Edwin, to plan a campaign of war, should he be chosen for the new commander.

The knight who from the beginning had cared least for the work of excavating was Sir Wendell, the handsome lord of an ancient house. When he saw that Sir Lawler had withdrawn with many of the knights and returned to take up the old life at the castle, and that Sir Marvin and many others, although directing men a part of the time, were wasting more in riding and hunting and playing at games, he said, "I, too, shall stop this stupid work. I am needed at the castle. I shall go back to my royal garments and sit upon the throne chair until the new commander is elected. Some one is needed to plan the feasts and merry-making." He sought out the young Sir Edwin, who was hauling a great boulder from its bed.

"See!" exclaimed the young knight, aglow with pride and excitement. "We have come to the sunken wall which Sir

Hugh said we should find in almost perfect condition. When the stones and refuse are cleared away and the soil is leveled, it will make an ideal playground for the children."

Sir Wendell looked. There was still much to be done before the place would remotely resemble a playground.

"Boy," said Sir Wendell, "why do you do it?"

"Why do I do it?" the youth asked, surprised. "But is it not what our loved Sir Hugh bade us do?"

"But what difference can it possibly make to Sir Hugh," Sir Wendell went on, "whether the work is done by you or some one else? Sir Lawler has offered to hire ten workmen for every knight who gives up. Nearly every one of us has turned his tools over to these hired men. Would it not be better for you to stop now and go back to the castle?"

"It would be easier," laughed Sir Edwin.

"Then why make yourself work so hard at digging when it is not necessary?"

"But I glory in making myself do hard things!" Sir Edwin cried. "Every day in these ruins I have a chance to fight and to win. I can struggle with a great boulder like this and not let it get the better of me, or a stubborn root like that over there which took me half the morning to pull from the earth, or with myself when I see the others stopping work, and feel for a moment that I should like to go with them. But I can always make myself win!" he ended, with eyes shining, and went back to struggle with his boulders.

"You are a queer boy," said Sir Wendell, "making yourself do hard things." But he walked slowly back to the castle, wondering if in all the feasts and merrymaking there he would ever feel the enjoyment Sir Edwin expressed.

Up at the castle life went on as of old except that there was no real commander. Sir Wendell, dressed handsomely, conducting all sorts of festivities, appeared so well that many thought it would be wise to keep him as commander. The money bags of Sir Lawler were wide open, and he used his gold so freely one could see what a lavish reign his would be if he were chosen. Sir Marvin spent his time between commanding his companions down at the excavations and planning to use these

armies of men to conquer vast territories beyond the castle lands, if he should be named commander.

The one knight to remain at the excavations was Sir Edwin. Always cheerful, full of fun and of the joy of living and working, he cheered and encouraged the workmen. He would tell them of Sir Hugh's plan for their happiness and their children's welfare, and they would toil the harder to bring it about. The work of excavating went faster and faster. Sir Marvin was hugely pleased with the progress, taking the credit to himself. It was Sir Edwin whom the workmen sought to please, however, not Sir Marvin. The young men and boys worked as near him as they could get and caught a little of his spirit. The older men loved his loyalty to Sir Hugh, and his insistence on carrying out his wishes for their happiness. "Would that the next commander of the castle could be like Sir Edwin!" they would say to each other. The young men and boys were quite open in their wish.

They had been laboring all day to take away a pile of stones which concealed a gateway in the wall. Enough had been cleared to show that the gateway was beautifully carved. Sir Edwin had exclaimed delightedly, "See, comrades, how beautiful is the gateway through which our children will pass into Sir Hugh's playground. Is it not worth all the energy and strength we have spent?"

"It is! It is!" cried the boys. "O Sir Edwin, were you our leader, how we should work with a will at whatever task you set us! You show us how our work is worth the while. If we had our way you would be chosen commander of the castle and the castle lands."

But Sir Edwin only laughed.

"It is enough to command myself without the castle and the castle lands. Come, help me with this last load. I think the arch is carved with letters. Let us see if we can uncover these."

For a long time they worked in silence. Stone after stone was removed. At last the gate stood before them in all its beauty, the last bit of the children's playground to be cleared.

"What do the letters say?" asked one of the workers, for they were ornamental and difficult of reading.

"The secret!" cried one suddenly. "It tells us who shall be the commander."

With eyes fixed upon the stone work, they saw the letters slowly emerge from their background.

"He who hath first his own self in command," they read, "shall be first in command of others."

"Sir Edwin!" shouted one of the men, "Sir Edwin is meant! It is what he has always told us!." The joyful cry that went up was heard as far as the castle and could mean but one thing.

"They have found the secret," said the knights excitedly to each other and hurried to the ruins.

They found the company there lifting Sir Edwin to their shoulders, and though Sir Lawler, Sir Marvin and Sir Wendell were each ready to object, when they read the carved message on the arched gateway, there was but one name in each mind, the name of one who could make himself think what he would, who refused to command a company before proving that he could command himself and who gloried in making himself perform hard tasks. Truly he alone of them all was worthy of being first in command of others.

A SURPRISE FOR THREE BOYS

Three boys from countries far apart once came with their families to a great meeting place of the nations. For a whole summer the fathers of these families were to talk together and study and plan for a better world.

It was a beautiful place in which they gathered. High mountains reached almost to the sky, with lights and shadows playing upon them all day long to change their colors. A lake of clearest water reflected the trees and flowers on its shores and all day long could be heard the happy voices of children playing in and near the blue, blue lake.

There was a playground, too, where the children who were tired of the water could climb and swing and teeter and race. Sometimes it was a child with a black skin who could climb

higher than the rest; sometimes one with copper brown cheeks would win the race; sometimes a white child made the swing go higher than any of the others; but whoever won the race or the game, it was all in fun, and the children had as good a time as if they had known each other all their lives.

In three cottages side by side lived the three boys from countries far apart. One had a golden colored skin, and whenever his parents spoke he answered quickly and cheerfully. Every child in his family knew many rules by heart and tried to obey them. This golden-faced boy had a name which we would not understand, so we shall call him The Boy Who Obeyed.

In the next cottage was a boy of darkest brown. He loved the beauty of the lake, the flowers growing on its shores, the mountains and the sunset. Most of all, he loved the starry heavens of the night and his dark eyes shone like stars themselves, as they rested on the beauty of the great outdoors. Because his real name would be hard for us to pronounce we shall call him The Boy Who Loved Beauty.

In the third cottage lived a boy with a white face and blue eyes. He came from a country where for love of one called Jesus hospitals and schools were erected on every hand, and where men and women and children, too, were taught to be kind and helpful to each other, like Jesus himself. And because we must give this boy a special name like the others, we will call him The Boy Who Knew Jesus.

It happened that the three boys moved into the three cottages on the same day. The Boy Who Obeyed stood ready all that day to listen to his parents' directions and to do their bidding, for there was much work to be done before the house was settled. "Thou art a child of God," said his father that night, "for thou dost honor thy father and mother and hast learned to obey."

The Boy Who Loved Beauty wandered down to the lake shore and was made so happy by the loveliness of the blue water and the snow-capped mountains beyond that his eyes kept getting darker and brighter; and when he went back to the cottage his father and mother, watching him, nodded each to the other and said, "Our child has already met God in this place."

The Boy Who Knew Jesus rushed here and there, helping wherever he could — picking up his little sister when she fell and comforting her when she cried, moving furniture about and running errands. At night his mother said: "You have been good and helpful all day. The heavenly Father is pleased with you, I know." And the boy went to sleep feeling glad that he had helped so much.

The next day the three boys met on the playground. They climbed the bars and The Boy Who Knew Jesus climbed higher than the rest but stopped in his play to help a smaller child on the lower bars.

"How kind and helpful that boy is!" thought The Boy Who Loved Beauty and The Boy Who Obeyed; and each thought: "I shall like him. I want to be friends with him."

They went down to the lake and The Boy Who Loved Beauty pointed out to the others the purple shadows on the snow-capped mountains beyond the lake, and then bade them listen to the wind whispering in the tall evergreens near by. "That boy makes me see things I had not noticed before," thought the other two. "I like him. I hope that he will be my friend."

They ran races and The Boy Who Obeyed would have won, but his mother called and he ran home instead. The Boy Who Loved Beauty and The Boy Who Knew Jesus said: "How much that boy loves his mother, to run so fast to answer her! I like that boy. I hope he will be my friend."

On the third day a notice was posted on the playground and the children, gathered about it to read, were much excited; for it told of a school for children to be opened the following week. A teacher was near by to explain.

The Boy Who Obeyed and The Boy Who Loved Beauty and The Boy Who Knew Jesus looked at the notice together. "Is it for all children?" asked The Boy Who Obeyed. The teacher answered, "For all children who love God and want to learn more about him."

"Oh, I am sorry it is not for us all," said The Boy Who Obeyed and turned away. To himself he said: "I shall go to the school, of course, for it must be for the children of my country.

We love God already but at the school I shall learn more of his rules and how to obey them. I am sorry the boys next door to me cannot go. They do not know what we know about obeying. Perhaps they do not even know about God."

"Is the school for all children?" asked The Boy Who Loved Beauty.

"For all who love God and want to learn more about him," the teacher answered again.

"Oh," said The Boy Who Loved Beauty as he turned away disappointed, "I am sorry it is not for us all." But it was not of himself he was thinking; he was sorry for the other two boys. He liked them and would have liked going to the same school with them.

"But it must be a school for children from my country," he said to himself. "We love God because we see his beauty and greatness everywhere. These other boys do not even know him. I had to show them God's beauty in the mountains and make them listen to his voice in the wind. They would not have noticed. I am sorry the school is not for them. Perhaps they do not even know about God."

The Boy Who Knew Jesus had heard the teacher's answer, "It is for all children who love God and want to learn more about him."

"It is just for children from my country," he said, "white children like me, who love God because he sent Jesus to us. It is to learn how to be more like Jesus. I am sorry the others do not know him. Perhaps they do not even know about God, I wish we could all go to the same school."

All day they played together, but not once did they speak of the school for fear of hurting one another's feelings. The week passed and the day came when the new school was to open — the school for all children who loved God and wanted to learn more about him.

The Boy Who Obeyed sat in the front seat waiting for the opening. "I wish it were a school for the boys next door," he thought.

A boy came half way down the aisle and dropped into a seat. He was The Boy Who Loved Beauty. He looked out of

the window at the white-capped mountains. "I wish the other boys could come to this school," he was thinking.

The Boy Who Knew Jesus came slowly up the steps. He did not feel happy about a school which left out any of his friends. "I wish the others were here," he thought, as he sat down in a back seat.

The teacher asked what song the children knew and would like to sing, and three voices answered. From the middle of the room where The Boy Who Loved Beauty sat, came "I should like to sing 'This is my Father's world — He shines in all that's fair.'" Down in the front seat The Boy Who Obeyed suggested "Learn well one lovely rule," while from the back seat where sat The Boy Who Knew Jesus, came "Tell me the stories of Jesus."

The three had spoken almost at the same time. Each looked up in surprise and delight and wonder. The others were there! The teacher too smiled, for she knew that in this school each boy could help the others to learn something about the love of God which they had not known before.

SECTION IV

STORIES FOR PARTIES OR FOR WEEKDAY STORY HOURS

SECTION IV

STORIES FOR PARTIES OR FOR WEEKDAY STORY HOURS

AMUSING TALES OF THE FAIRY YAWN (1)

THE BABY CONTEST

Once upon a time the fairy king said to the fairy queen, "Let us have a baby contest and offer a prize."

"Very well," said the fairy queen. "Shall the prize go to the prettiest baby fairy?"

"No," answered the king at once, "that is a stupid thing to do. How can the baby help it whether he's pretty or homely? Please think of something else."

So the queen thought again.

"For the healthiest?" she asked after a while; but the king was still not satisfied.

"That's stupid, too," he replied, "if you'll pardon my saying so. How can the baby help it whether he is healthy or not? His mother is responsible for that. Please, my dear, think again."

So the queen thought again. At length she said, "What about the most remarkable baby — the baby who can do something special, and make others do it, too?"

The king clapped his hands. "Just the thing, my dear!" he exclaimed. "You always have such good ideas."

"Bow, wow! Rah! Rah!" barked the king's pet dog.

"Meow! Meow!" cried the queen's pet cat.

"Tweet, tweet!" sang the birds in the tree, and even the fairy cows in the field joined in with their approval, "Moo! Moo!"

So the king and queen sent invitations throughout the kingdom. Every fairy was invited to come to a grand ball and baby contest at one minute after midnight, and every fairy who had an especially bright child planned to enter it in the contest and get the prize.

There were fairies of all kinds there — dance fairies, song fairies, play fairies, work fairies, laugh fairies, cry fairies, sleep fairies. They all brought their children, and when they were all gathered, at just half-past midnight, the fairy king stood up on his throne and the fairy queen held up her tiny white hand for attention.

"It is time for the contest to begin," announced the king. "A prize had been offered to the child who, able to do some special thing well, has the power to make others do it as well. Let those who will try for the prize come forward."

The dance fairy stepped forward and bowed.

"Your Majesty," she said, "my child can dance so lightly and beautifully that every one who watches immediately imitates her."

With that the fairy band began to play, and the dance fairy's child began to dance. Over the grass she tripped so lightly, leaping and whirling, turning little fairy cartwheels so easily, that those watching thought it must be easy too. The king stepped down from his throne, and so did the queen. The whole company began to try the steps of the dance fairy's child. But when the king started to turn over and over like a wheel, he lost his crown. The fat fairies got out of breath and had to stop. The clumsy fairies tumbled down. The king's pet dog and the queen's pet cat tried, but had to give up. Their legs weren't put on in the right way. The birds in the trees tried to use their wings as the fairy child used her arms, but the wings nearly broke. Even the fairy cows in the field tried, but they could not dance like the fairy child. Only the most graceful fairies in the kingdom could do it, and they kept on and on.

The king stepped back upon the throne.

"The dance fairy's child is remarkable," he said, "but she has not the power to make all others do as she can. Who else will try for the prize?"

The song fairy's child came next. She sang a song that sounded like a fairy bell tinkling, or a fairy brook rippling, and many tried to imitate her.

"Bow-ow, wow-ow!" sang the king's pet dog, but it sounded as if he were in pain, and everybody tried to stop him at once.

"Me-ow! Me-ow!" sang the queen's pet cat, but she sounded even worse.

"Tweet, tweet!" sang the birds in the tree, and except for a few fairies with lovely voices, they were the only ones in the kingdom who sounded sweet.

Even the fairy cows in the fields tried, but their "Moo! Moo!" was not in the least like the song of the song fairy's child.

The king stood up. "Your child is remarkable," he said to the song fairy, "but she cannot make us all sing as she does. Who else will try for the prize?"

The laugh fairy's child came next.

"Ha, ha, ha! Ha, ha, ha!" laughed the little fairy. "Ho, ho, ho! He, he, he!"

It really began to look for a while as if this fairy child would win the prize. She could do some special thing and seemed at first to have the power to make all others do it, too. For laughter is contagious. It spreads and spreads.

"Ha, ha, ha!" laughed the king as he watched the laugh fairy's child, and "He, he, he!" giggled the queen.

"Rah-ha-ha!" laughed the king's pet dog, and, "Meow-how-how," said the queen's pet cat.

"Twee-hee-hee!" twittered the birds in the trees, and even the fairy cows in the fields were amused. "Moo-hoo-hoo! Moo-hoo-hoo!" they roared.

"Ha, ha, ha! Ha, ha, ha!" the laugh fairy's child went on, rolling over and over in her mirth.

But there were still some in the kingdom who either would not or could not laugh. Some had broken wings and were sick. Some were lost and lonely. Some were sad.

The queen noticed this first.

"It is too bad," she said, "for it is such fun to laugh, but

really, though the laugh fairy's child is remarkable and can make most of us do as she does, there are some who will not follow her. Who else will try for the prize?"

As soon as it was quiet enough for another to try, the cry fairy's child stepped forward whimpering.

"Your majesty," she whined, "I never laugh, but I can cry, and when I cry everybody else feels like crying too." And she began. "Boo-hoo-hoo!" she sobbed. "Boo-hoo-hoo! Boo-hoo-hoo!"

Those near her lost their smiles.

"Oh, dear!" said the king, distressed.

"Oh, dear!" sighed the queen, the corners of her mouth turning down.

"Bow-ow, wow-ow!" moaned the king's pet dog, and "Me-ow! Me-ow!" whined the queen's pet cat.

"Twe-eet, twe-eet," mourned the little birds in the trees, and even the fairy cows in the field sounded as if they were crying. "Moo-oo-hoo-oo!" they sadly mooed.

"This is dreadful!" said the king, "the whole world seems in sorrow."

"But every one isn't crying," noticed the queen. "See! over there are some fairies who are still laughing and some who never left off singing. They will not cry. And there are some others who have danced from the very first. No, the cry fairy's child is not able to make every one do as she does."

"But the hubbub is dreadful!" cried the king. "I never saw such confusion. I can't even decide who wins the prize until all this dancing and singing and laughing and crying stops. What shall I do?"

One more fairy stepped forward and bowed.

"Your Majesty," she said, "I am the sleep fairy, and this —" introducing her child — "is the Fairy Yawn."

"Well?" said the king.

The little Fairy Yawn opened her mouth wide. (*Yawn.*) She yawned. The king and queen, hardly knowing it, did the same.

"I can stop them all, your Majesty," said the little fairy sleepily. "I am the most powerful of them all. My mother

and I can make anybody do as we say. Wa-a-atch," and she ended in a great yawn.

"Go a-hea-ead," yawned the king, covering his mouth. The Fairy Yawn went ahead.

She touched the mouth of the king's pet dog, who, you remember, was howling sorrowfully.

"Bow-ow, wow-ow!" he barked. "Bow-ow, wow-ow-ow-ow," he ended in a long yawn (*yawn*).

She touched the mouth of the queen's pet cat.

"Me-ow!" the cat was whining, "Me-ow-ow-ow" (*yawn*) and her whine ended in a long yawn.

The fairy flew to the birds in the trees. "Tweet, tweet," they were chirping, but now their song died away and they tucked their heads under their wings.

Even the fairy cows in the fields who were sobbing, "Moo-hoo-hoo! Moo-hoo-hoo!" suddenly found their sobs trailing off into yawns: "Moo-hoo-hooooo!" (*Yawn.*)

The fairies who were still laughing, "Ha, ha, ha! Ha, ha, ha!" found their mouths opening wider, and ending, "Ha, ha, ha-a-ah." (*Yawn.*) Those who were dancing, seeing the others yawning gradually felt like stopping and stretching, and those who were crying found themselves suddenly interrupted.

The singing fairies found their songs sounding much louder than usual, for all other sounds had ceased. Every one seemed to be yawning. "Tra-la-la, tra-la-la," they went on until they found themselves singing, "Tra-la-la, tra-la-la, tra-la-la-a-a." (*Yawn.*)

The fairy child flew back to the king and queen who were both yawning and yawning on the throne.

"Do I get the pri-i-ze?" (*yawn*) she asked.

The king could not look at her without yawning too. He could hardly answer.

"Hurry," said the sleep fairy. "I usually follow my child, and in a minute you won't be awake to award the prize to any one!"

Already the queen's head was nodding. All laughter and crying, singing and dancing had ceased. Every one was stretch-

ing, yawning, watching the others stretch and yawn, and then yawning again. For yawns are even more contagious than laughter.

The king jerked himself awake and handed the prize to the Fairy Yawn, and it's well that he did, for while he was trying to say, "It is you-ours," (*yawn*) he fell asleep.

And so did the king's pet dog and the queen's pet cat, and the birds in the trees, and even the fairy cows in the fields. In another minute there wasn't a soul to be found awake in the whole fairy kingdom, for at last the fairy child had been found who had the power to make every one do as she did.

AMUSING TALES OF THE FAIRY YAWN (2)

WHY KING CURMUDGEON CHANGED THE LAW

There was a great stir in the palace of King Curmudgeon and great rejoicing, for a baby had been born. All the fairies in the kingdom came hovering around her cradle to bring her gifts, that the new little princess might have the happiest kind of life. After the Health Fairy and the Wealth Fairy and the Laugh Fairy and the Work Fairy came the Help Fairy, and before any one could stop her she kissed the baby and said, "I give to you the gift of helpfulness."

Now for most babies this would have been about the nicest gift that could be presented, but for this baby it seemed nothing short of dreadful.

"Oh, dear!" said the queen mother.

"How terrible!" cried the nurses.

"Whatever shall we do?" everybody asked everybody else.

For it was a very strange kingdom into which this little princess had been born — a kingdom where it was against the law for one person to help another. Every one must look out for himself. Children could not help their mothers, nor mothers their children. If a child fell down nobody dared help him up. At Christmas time people bought presents for themselves instead of for each other. Every one was very selfish because it was against the law to be anything else.

King Curmudgeon was a cross old thing, so selfish himself that he couldn't bear to see others unselfish. He threatened to throw to the Red Dragon any one who dared lift a finger to help another.

This is why the queen and the whole court said "Oh, dear!" and "Whatever shall we do?" when the Help Fairy gave the baby princess the gift of helpfulness. It meant that she would grow up to be helpful to all she met, whether there was a law against it or not.

Suddenly a late fairy tapped on the window. Some one rushed to let her in and explain the distress in the palace.

"How can we save her from the Red Dragon?" they mourned.

The Sleep Fairy listened.

"I was bringing the little princess the gift of sleep," she began, "but now I shall also give her the protection of my child, the Fairy Yawn."

At the time, no one knew exactly what this meant, but as the years went on they understood.

As the baby grew she was adored by young and old. Her little helpful ways made her loved, though all feared for her, since each time she helped another she was breaking the law. Her mother, her nurses, the whole court tried to break this habit, but she could not stop. She could no more help making others happy than a rose can help being fragrant.

Luckily her father, the old King Curmudgeon, rarely saw her do a helpful act, for though she often did one in his presence, the Fairy Yawn came along just then, closed his eyes tight, opened his mouth in a long wide yawn, and by the time it was over and he could see again, the little helpful act was quite over too.

Occasionally, however, the king caught her. Then he would roar, "What does this mean? Is my own child to disobey—" but he could never finish his sentence properly. The Fairy Yawn would touch him on the mouth and make him say "—disobey th-th-the law-aw-aw?" ending in such a funny yawn that he would turn his back and stalk away before any one could laugh at him.

Once he caught the princess picking some flowers for her mother, who had a headache. He was furious.

"Your mother can look after herself!" he thundered. "Never let me catch you—" but he ended in an undignified yawn and quickly left the garden.

So the little princess continued to be the only person in the country who ever thought of others before she thought of herself. And she was the only really happy person in the whole kingdom.

As she rode through the streets of the city the people came to the windows to catch her smile and be made happy themselves by it. When the king saw what was happening he put a stop to her drives. After that she would slip out by herself and visit the people in their houses. If there were dishes to wash, or dusting to do, or stockings to mend, she would watch to see how it was done, and help with the work. She would teach the children to laugh and play, and if any were sick she would bring them water to drink, and put her cool little hands on their brows, and they would feel better.

The people whom she helped were terrified lest the king should find out about these trips of hers, and took great care that he should not hear of them. But one day she went too far. Some children in the city who had watched her and wanted to be like her had been caught trying to be helpful. The king had thrust them into prison to wait for the dragon. When he heard that the princess had immediately helped them escape, he was so angry that he nearly fell downstairs trying to reach her.

"You!" he bawled. "Look here, this has gone far enough!" He clapped his hand for his guards. "Even though you are my own daughter, you shall suffer the fate of those who break the law! Take the princess," he roared at the guards, "and thrust her-in-in-to-oo-prison."

He ended in a yawn, but the guards understood and dared not disobey. They took her by the arms, but gently, for they loved her. One had cut himself.

"Oh, your poor hand!" cried the princess, forgetting all about her own trouble. "Let me fix it!" She dipped her

handkerchief into the fountain and bound up the hurt, while the Fairy Yawn flew from one guard to the other.

"Tha-ank yoo-ou," yawned the guard.

"We do-not li-ike to do-o this," yawned another, and another wondered, "Why am I-so-slee-eepy?"

It was all they could do to get the princess to the prison before they fell asleep. As they had forgotten to lock the door, she walked out into the courtyard. At that very moment the Red Dragon, who had been sent for to take the other children, swooped down upon her and carried her away.

The guard with the sore hand suddenly awoke.

"The princess has gone!" he shouted, waking the others, and the cry went from mouth to mouth until everybody in the kingdom knew. At first they wept and mourned.

Then the guard with the sore hand said, "She bound up my cut. I am going out to rescue her from the dragon!"

"But the law!" some one cried. "You yourself will be given to the dragon for trying to help her."

"Who cares?" he answered. "Did the princess ever hold back from helping because of that reason?"

"No!" came the answer, and through the crowd there ran a strange thrill. It was the feeling of pleasure that one always has when he thinks how he can help another. These people had never had such thoughts, so did not know what the feeling meant. They only knew they liked it.

"I will go, too," a soldier cried. "The princess has many a time been kind to my wife."

"She reads to my blind old father," another joined in. "I, too, will go."

"Do not leave me out," another begged. "To my sick baby she has brought her own toys."

"She helped our children escape," "She fed us when we were hungry," "She tells happy stories to make my children laugh," came from here and there. "We will go to rescue her." And without giving another thought to the dangers of their act, they girded on their swords, sharpened their arrows and started for the dragon's cave.

Now all this time the Fairy Yawn was working ever so hard

to keep the king from hearing what was going on. The king could not understand what made him yawn so much. He hated to appear undignified, and it was far from dignified to start giving an order and end in a wide yawn. At last he shut himself up in a closet where no one could see him. It was then that the Fairy Sleep came to her child's aid.

"Fly to the dragon," she said to the Fairy Yawn. "You are needed there. I will take care of King Curmudgeon."

She breathed a deep, deep sleep into him, and stayed to see that he did not waken.

Up to a cave in the rocks above the sea the dragon carried the princess. The minute he put her down she set about trying to make the cave more comfortable. The dragon looked hungry, she thought.

"I could cook you a nice dinner," she said when she saw a stove, "if I had some flour and butter and sugar and things."

"I was thinking of eating you," said the dragon.

"Oh, I don't think I should be a bit good," she told him earnestly. "I can make much better tasting things if you'll let me."

The dragon was interested. "We'll see," he said, and flew away to steal butter and sugar and flour from people's pantries.

In the meantime nearly half the men in the kingdom were hastening toward the cliffs above the sea. And so was the Fairy Yawn.

The dragon returned laden with provisions. As he looked back he saw marching along the shore beneath him thousands of armed men, all looking up toward his cave.

"Ha," he exclaimed. "They have come to rescue the princess. Well, they never will!" With that he took the little princess between his jaws and a great cry went up below. Some of the men started scaling the cliffs. Others shot arrows up at him, others, hoping the princess might fall, stood ready to catch her.

"I'll show them," the dragon breathed between his teeth. The Fairy Yawn hopped on his mouth.

"I'll-I-I-I —" His great mouth opened against his will, and

stretched itself into a wide yawn. The princess dropped out, into the arms of the men below. The dragon kept on yawning. The men climbed faster and faster. At last they were near enough to catch him in the widest yawn. They thrust their arrows down his throat, into his head, his heart, his back. He rolled down the cliffs, dead, and the crowd started back home with the princess. They sang and cheered and laughed and joked. Never had they felt so joyous, so brave, so helpful. It was a wonderful feeling, to have helped some one. They had no idea it felt like this. They wanted to go on doing helpful things so they could continue to have the feeling.

When they reached their homes they called all the people together.

"Let us go to old King Curmudgeon," they said (he was still asleep, or this never could have happened), "and demand that he change the law. Because of his selfish old rule we've never had the fun of helping each other.

"It's a wonderful feeling. If we all go together he won't dare refuse us."

So they all marched toward the palace and surrounded it. The Fairy Sleep saw them coming and flew away. King Curmudgeon awoke and looked out of the window. He could hardly believe his eyes or ears.

All the kingdom stood below, demanding, "Change the laws! Change the laws! Give us a chance to help one another and be happy!"

A messenger of the people opened the door.

"Do you hear what the people demand?" he asked.

"I do," said the king, "but if I change the law, what good will it do? Nobody knows how to help anybody else. We're out of practice."

"Put the princess on the throne," yelled the crowd. "She will teach us!"

"A good idea!" assented the king, who was rather tired of ruling anyway.

So the princess was made queen of the land, and the law was changed to read, "Every one in the kingdom shall use every

opportunity to help others." It took no time at all for people to change their ways, for once they tried helping, the pleasant feeling they had afterward made them want to do it again and again.

Even the old Curmudgeon found this way much pleasanter and after a while thought he had invented the whole idea. You could often hear him say, "I'm so glad I'm not king any more; I have so much more time to be helpful."

And since the Fairy Yawn was now no longer needed, she flew away to another kingdom.

AMUSING TALES OF THE FAIRY YAWN (3)

THE MISCHIEVOUS FAIRY

It was the night after the fairy king had awarded the prize at the baby contest. The prize, you will remember, had been given to the Fairy Yawn, for proving that she could not only do one thing very well indeed but could make everybody else do it as well. She had made the other fairies yawn and yawn until they had finally fallen asleep. They had slept through the whole of the next day, all the fairy subjects, the fairy king, the fairy queen, the king's pet dog and the queen's pet cat, the little birds in the trees and even the fairy cows in the meadows.

It was night time again. One of the guards at the gate of the kingdom awoke with a loud "Ah-choo!" The guard opposite him awoke with an answering "Ah-choo!"

"May I come in?" asked a voice outside the gate.

"Who are you?" they inquired. "We shall have to announce your arrival."

"I will announce it myself," replied the fairy, rudely brushing past them.

"Well, of all things!" exclaimed one of the guards. "She — ah-h-choo! She must be a michievous fairy, or she would never be so rude."

"Ah-h-choo!" answered the other. "She has bewitched us! We say nothing but ah-choo!"

"Let us fly to the king," said the first, "and — ah-choo! — beg him not to let her stay."

They found the king and queen just waking up. The mischievous fairy was ahead of them, flying round and round the throne.

"Ah-h-choo!" said the king, opening his eyes.

The queen heard it and awoke too. "My dear," she reproached the king, "what a very strange noise! What does it mean?"

"Nothing, nothing," the king assured her, "only — ah-choo!"

"Then why do you make it?" asked the queen, who had not noticed the fairy flying about. At that moment she felt a tickling in her nose. She opened her mouth.

"Because I can't help it — ah-choo!" said the king.

"Ah-choo!" This time the noise was from the queen. The king himself was not more surprised than she.

"A horrible noise, my dear," said the king. "And coming from a queen — ah-choo!"

Just here the guards stepped forth. They meant to give their majesties a respectful warning about the mischievous fairy. But instead they said, quite disrespectfully, "Ah-choo! — Your Majesty, Ah-choo!"

The king glowered at them. Were they trying to mimic him? He said nothing, however, for he felt as though he were about to make that strange noise again. He didn't like it at all. It shook him all up.

A new voice made him turn his head. A fairy, not one of his own subjects, stood before him.

"Your Majesty," said the fairy, bowing low, "I have come to try for the prize."

"Prize? Prize?" asked the king, "what p — ah-choo!"

"My *dear!*" said the queen, putting her hand on his arm. "Try not to do that! She is thinking of the baby contest. The prize has already been awarded."

"Already!" cried the fairy angrily, "then you can give *another* prize. I can do something better than any one else. I can make every one else do it too. Offer another!"

"There isn't any other," said the king, and behind his hand, to the queen, "I'm glad there isn't. I do not like her. Ah-h-choo! I think it is she who has bewitched us."

It was true. The fairy was so furious that she flew back and forth like an angry bumblebee. "I'll prove it anyway, now," she cried. And everywhere she went the sleeping fairies awoke with loud ah-choos! Not one understood what was happening. Not one even knew what to call the dreadful sound (which had never been heard before in the kingdom). Certainly the visiting fairy was proving that she could make others do as she liked. The king's pet dog, the queen's pet cat, the little birds in the trees, and even the fairy cows in the meadows were soon joining in the general explosion.

The king's voice rose above the confusion. "Consult the books!" he called to his councilors. "Find out what this ah-choo bewitchment is, and what is the cure for it. And in the meantime, singers! Let the whole Chorus gather and sing. Drown out with sweet music these horrible noises."

Everybody stirred about. The wise councilors of the kingdom pulled down from the shelves all the books marked "Bewitchments." Messengers ran hither and thither to get together the members of the Chorus. No one tried to catch the visiting fairy as she flew about, for it was noticed that the nearer one came to her, the more often one made those terrific noises. Every one was glad when the Chorus gathered, but what was their disappointment to hear, as they started their song, something like this:

"Ah-choo, ah-choo, ah-choo, ah-choo,
Ah-choo, ah-choo, ah-choo"—

"Stop!" called the king, "this is worse than the noise at the baby contest. Councilors, what have you found?"

The councilors were bent over a book, running their fingers down the columns. "Ah!" they cried. "Ah-choo! We have found the name of the bewitchment, your Majesty." They read, "The Ah-choo Bewitchment. This is the sound of a Sneeze. A Sneeze is one of the worst bewitchments."

"A Sneeze!" repeated the king. "That's what that noise is. Now find the name of the fairy who bewitches people with sneezes, and get the cure."

The visiting fairy was growing frightened. Ever since the councilors had found the place in the first book she had been flying farther and farther away. Now she was making for the bushes she had seen by the gates of the kingdom. She meant to hide. But she had not counted on the guards.

The councilors had taken down another book. They turned over the pages. They searched and searched. At last they held the book up before the king and read,

"Sneeze. This is the bewitchment of a mischievous fairy called Cold-in-the-Head."

"Look up 'Cold-in-the-Head.'" They turned back the pages until they came to C and found these two lines:

"Cold-in-the-Head,
Put it to bed."

"Catch her! Catch her!" cried the fairies, and flew about trying to find Cold-in-the-Head. But Cold-in-the-Head was already caught. The guards by the gate had captured and bound her, and although they were sneezing violently when they brought her to the king, she was there now to do with as they pleased.

"Put her to bed!" shouted the fairies. "Cold-in-the-Head, put her to bed."

So they put her to bed and kept her there, which, as every one knows, is the only way to treat a bad visitor like Cold-in-the-Head, if you expect it to get any better.

AMUSING TALES OF THE FAIRY YAWN (4)

WHEN SANTA CLAUS NEEDED HELP

Santa Claus was distracted. It was his busiest night and the children in the brown house had delayed him all the evening. They would *not* go to sleep. And how could he fill their stockings if they staid awake waiting and watching for him? Everyone

knows of course, that his best work is done secretly, and he cannot abide second best.

"Proper children," he pointed out, "are always glad to help me." But these children, Jack and Jane, seemed not to know what proper children were like. Santa had distinctly heard Jack say to Jane, "I'm going to catch him this time if I have to stay awake all night." And Jane had said to Jack, "So am I. I want to see if he really looks like "The Night before Christmas when all through the house." And here they were, hours after they should have been asleep, as wide awake as anything.

"I'll do all my other work first," Santa finally said to himself, "and then when I come back it will be so late that they'll surely have gone to sleep."

But they had not. Jack was still saying to Jane, "If I have to stay up all night," and Jane saying to Jack, "Me, too."

Santa scowled and shook his head.

"I'll have to have help," he said at last. Then his eyes brightened. He was thinking of his friends the fairies. "If the children won't go to sleep, maybe *they* can think of something to take their attention. Then I can go ahead and fill the stockings."

He clapped his hands for a fairy messenger. "Ask the Work fairy to come to me," he said, and when she came he whispered, "Can you put those children to work? I can't fill their stockings while they're looking." She nodded and flew to the children.

"Let's do something," said Jack. "It's dull, sitting here, just waiting."

"All right," said Jane, "let's put some more trimmings on the Christmas tree." They began, and Santa Claus crept close to the chimney where the stockings hung.

"What was that noise?" asked Jack turning quickly, and Santa had to disappear.

"There!" said Jane. "We forgot to watch. We must be more careful!" Santa Claus groaned secretly. What should he do?

"I'll get them to playing," he muttered, and sent for the Play fairy. "You must help me out," he said to the Play fairy.

"Take the attention of those children so I can go ahead and fill the stockings when they're not looking."

A minute later he heard Jack say to Jane, "Let's play something!" and he breathed a sigh of relief. He hoped they would choose a far corner of the room. He lifted his pack but groaned again. For Jane was saying, "You play you're Santa Claus, Jack, and coming down this chimney. I'll play I'm asleep, but I won't really be. I'll catch you!" There they were, choosing the very place of all others where they *shouldn't* play!

"Perhaps," thought Santa, "I could get them to laughing about something. If they giggled hard enough they might forget me." So he sent for the Laugh fairy. "Tickle them," he begged. "Take their attention so I can go ahead and fill the stockings when they're not looking."

The fairy tickled Jack. "Ha, ha, ha!" laughed Jack. Jack tickled Jane. "He, he, he!" giggled Jane. She tickled him in return. "Ho, ho, ho," roared Jack, and they both rolled over and over each other giggling and tickling each other.

"Now!" Santa whispered to himself, and untied his pack.

"Ha, ha, ha, stop tickling me!" said Jack with his eyes tight shut in laughter, but reaching out to poke his sister.

"He, he, he, stop tickling *me!*" gasped Jane, as they rolled over and over. But to Santa's dismay they were rolling straight toward him, and if he had not disappeared again suddenly, they would have bumped into his pack.

"*What* shall I do?" thought the poor old saint, wringing his hands. "I shan't get home tonight. Laughing is no good. Let's try crying!" He sent for the Cry fairy.

"You must help me out," he pleaded. "The night is nearly gone. Blind these children's eyes with tears, so I can go ahead and fill their stockings without their seeing!"

So the Cry fairy went to work.

"I'm tired," said Jane, whimpering.

"So am I," whined Jack. "Why doesn't he come?"

"I don't believe he's coming!" wailed Jane.

"Boo hoo!" howled Jack.

Jane went to the mantelpiece and took down her stocking. Jack took down his.

"Bother!" said Santa Claus to himself. "Now see what they've done. I can't fill their stockings if they're holding them."

"It's nearly mor-or-orning, and my stocking's em-empty!" sobbed Jane.

"So is m-m-mine!" wept Jack.

"Well, how can I fill them if they sit there holding them? Won't *anybody* help me?"

At those words a new little fairy hopped on to Santa's mouth and made him suddenly open it very wide. "Ah — ah," he yawned. "If something isn't done pretty soon I can't keep awake my-my-myself." (*Yawns.*) Then he heard a voice. It was the Sleep fairy's.

"I've tried my best to come in," the Sleep fairy said, "but each time I've been driven away. What with working, and playing, and laughing, and crying, there wasn't a chance for me. So I went and got my child, the Fairy Yawn. She will do the rest." Santa turned to thank her but she had gone outside to wait. Her child, the Fairy Yawn, however, went straight to work and Santa watched. Jane was still wailing.

"Oh dear, oh dear, we shan't have any Christmas —" (The Fairy hopped on her mouth) — "at a-a-all." (*Yawn.*)

"No Christmas," mourned Jack. (The fairy flew to him.) "No Christmas at a-a-all." (*Yawn.*)

The fairy flew back to Jane. She was saying, "We've stayed up all ni-i-ght." (*Yawn.*) She flew back to Jack. He was saying, "And we've got nothing but an empty sto-o-cking!" (*Yawn.*)

"I'm slee-eepy," (*Yawn*) said Jane, tumbling over on the rug.

"So am I-I-I," (*Yawn*) answered Jack letting his stocking fall, and curling up beside her.

"So am I-I-I —" (*Yawn*) said Santa Claus. "Here, quick, those stockings while their eyes are closing. There — there — there —. Another one here — that doll — that box of tricks — this — that — there! Full! Bulging! My, but I'm slee-eepy! Let me get out of here!" He almost stumbled over the Fairy Sleep who was just coming in to stay with the children. It was well that he was on his way out for in another

minute he would have been as fast asleep as Jane and Jack. He had barely time to reach home before his eyes closed and he sank into a deep, deep slumber.

That was just as day began to break last Christmas morning, and they say he has been asleep ever since. But he has slept quite happily, for after all, thanks to the little Fairy Yawn, he was able to fill his last stockings without being found out.

THE BOY WHO DIDN'T NEED TO BE TOLD

There was once a king who came into a new kingdom. He was very anxious to rule it wisely and well, and to have the people safe and healthy. He said to the court, "The only way to rule is to have a great many laws, and I will make them."

So he made them by the hundreds — safety rules, and health rules, rules for brushing your teeth, and rules for waiting for signals at the street crossing, rules for wearing rubbers in the rain; laws for this and laws for that and laws for the other. In all there were one million, nine hundred and eighty thousand, seven hundred and sixty-five.

"Now," the king said to the court, "how shall we see that these laws are kept?" But the court did not know. They made it a rule never to know any more than the king did.

Then the king had a thought. "We shall appoint officers," he announced, "to remind people of the rules, and to see that they are obeyed."

So all over the kingdom officers were appointed to see that the laws were kept. But it took a great many men. There were one million, nine hundred and eighty thousand, seven hundred and sixty-five laws, and there weren't enough policemen in the kingdom. So all the storekeepers and the factory workers, and doctors and grocers and lawyers and carpenters and bakers were made into officers.

There were officers and officers, but no one left to run the bakeries or groceries or meat shops or clothing stores or factories. The laws were kept, to be sure, but people had hardly enough to eat or wear. No one knew what to do. The king was worried but couldn't think how to make things better.

Neither could the court, who made it a rule never to know any more than the king knew.

While things were in this state a train arrived one day from another kingdom. On the train was a boy named Carl who had come to make a long visit on his cousin, Louis. Now in Carl's country people had never felt the need of officers to remind them of proper ways to act, and when the train drew into the station, he thought there must be a celebration, because there were so many men in uniforms with brass buttons.

One of them rushed up to Carl, waving a long list of *Rules for Travelers.*

"Wait until the train stops before getting out," he shouted, and seemed very much surprised that Carl *was* waiting.

"That's a very special rule of ours," the officer explained. "How did you know it?" But before Carl had a chance to answer he asked again, "Did you pay your fare? It's a very special rule of ours that travelers should pay their fare."

Carl giggled. Of course he had paid his fare. What kind of a kingdom was it where people had to be reminded to stay on the train until it stopped, and to pay their fare? The conductor helped him down the steps and handed Carl his bag.

"Thank —" began Carl.

"Say 'thank you,'" prompted a second officer, with a long list of *Rules for Visitors.* "It's a very special rule that you should say 'thank you' and 'please.'"

"But I was going to," said Carl.

"Why, who told you?" asked the officer.

"Nobody," said Carl. "I don't have to be told to say 'please' and 'thank you'!"

The officer looked surprised. "He doesn't have to be told," he repeated to the next officer, and he remarked in turn to the next, "There's a boy who doesn't have to be told!"

They thought he was very queer, but not half so queer as Carl thought them, for they began to read from the *Rules for Visitors:*

"Visiting children should mind the older people in the place where they are visiting.

"Visiting children should eat the food they have been taught

to eat at home and not ask for coffee and mince pie and two pieces of cake.

"Visiting children should go to bed at the time their mothers have taught them. They should take their baths each day and wash whenever they are dirty.

"Visiting children should not tease to do things they could not do at home."

If Carl had not been so polite he would surely have laughed at these grand officers, spending their time telling people things they should know anyhow.

Every hour at Louis' home an officer came around to ask if he had done something, or to remind him to do something else, and more and more Carl wondered what kind of place it was where people couldn't act without being reminded.

The next morning it was raining hard when Carl got up. He washed, brushed his teeth, dressed and came down to breakfast. He had just finished his cereal when the doorbell rang. Two officers stood at the door. Under dripping umbrellas they carried long sheets of paper and red crayons.

"Have you brushed your teeth?" asked one officer.

"No, sir," answered Louis, "I forgot, but I will now," and he went to do it.

"Has the visitor brushed his teeth?" asked the other officer, looking at Carl.

"Of course," said Carl.

"But I didn't remind you!" exclaimed the officer wonderingly.

"I can remind myself," answered Carl, "I don't need an officer."

The officer looked at his companion.

"He can remind himself!" he repeated. "He doesn't need an officer!" He looked very much relieved and quite happy. "Now I can go back to my bakery!" he said, and he went.

The other officer called to Louis, "Did you finish your cereal? Then go back and finish it." When Louis had eaten the last bit the officer said, "It is time for school now. Get your coat and umbrella and rubbers."

Carl, who already had his on, laughed to himself. "Fancy,"

he thought, "having to be told to get your rubbers when it's pouring!"

They started down the street, the officer directing them all the way. "Don't step in that mud puddle," he would say, or, "Wait for the signal before you cross the street." The boys did just as they were told, of course, but Carl wondered why anybody should want to step in a mud puddle, and get a cold from wet feet.

At school the officer told the boys to take off their rubbers and hang up their coats, and then stood over Louis to see that he studied his lessons. This was not strange, for all the children had officers standing over them except Carl. He studied as well without one. The children and the officers could not understand it.

By recess time it had stopped raining, but the officers reminded the children to wear their rubbers. As they passed out the children saw that the ground was covered with puddles.

"Do not sit on the ground," cautioned the officers. The rest of the children said "No," obediently, but Carl looked at the water on the playground, then looked at the officers, and then burst out laughing.

"Why do you laugh?" asked the officers.

"Why do you tell us such funny things?" Carl asked, in turn.

"Funny?" "*Funny?*" "F U N N Y ?" repeated one officer after another, and a fourth one asked, "What is so funny about our very special rule that you must not sit on the wet ground?"

"It isn't the rule that's funny," answered Carl, still laughing. "The funny thing is that you think you have to tell it to us!"

All the officers gathered around Carl as if he were some strange kind of person. The children crowded around, too.

The officers were truly puzzled. "But how would you know if we didn't tell you?" asked one.

"Well, in my country," explained Carl, "our mothers and fathers tell us what to do, and then we remember."

The officers stroked their beards and rubbed their heads. "In his country," they confided to each other, "their mothers and fathers tell them what to do and they remember."

The children said to each other, "In Carl's country the mothers and fathers tell the children what to do, and they remember."

"But," argued an officer, "suppose your mother or father has never told you about a certain thing; how do you know then what to do?"

"We use our minds and decide ourselves the way we think is right," answered Carl. "My mother says that's what our minds are given us for."

Now this was such a peculiar thought that the officers and children alike could only go about repeating it.

"They use their minds," one would say. "They decide themselves what is right," another would answer. "His mother says that's what minds are given us for," a third would add.

Finally one officer who wanted to go back to his business of making shoes, since his own and his children's were quite worn out, said, "Let us tell the king."

So they took Carl between them, and they and he and the teacher and the children and all the mothers and fathers they could collect, hurried to the palace.

"Wipe your feet," the officers reminded the children, but Carl, who of course knew enough to wipe his muddy feet before entering a building, had already done it and stood laughing at them.

"You see, I didn't need to be told," he said, and the others nodded their heads, agreeing, "He didn't need to be told."

When they reached the king they found him surrounded by the court, all looking very much worried and puzzled. An officer had been asking if he couldn't please go back to his work of building houses. He was a carpenter and his own house was only half finished when he was appointed an officer.

The king had just asked, "But who will take your place telling people what to do?" Nobody could answer.

The officers who had brought Carl bowed low.

"Your Majesty," they said, "here is a boy who doesn't need an officer to tell him what to do."

"Then how does he know?" asked the court.

"His mother and father tell him, and he remembers," and the court echoed, "His mother and father tell him and he remembers."

"But supposing," said the king, "his mother and father had never told him about a certain thing: how does he know?"

"He says in his country they use their minds and decide for themselves what is right," came from one; and from another, "His mother says that's what minds are given us for." There went a murmur all through the great hall of the palace: "They use their minds — they remember — they decide for themselves what is right — that's what minds are given us for."

Suddenly the king smiled. "I have it!" he cried. "We might try that ourselves!"

A great chorus answered him, "Let us!" It came from the officers, who wanted to go back to their work; it came from the children, who would now be able to get enough to eat and wear at the stores; it came from the mothers and fathers, who would rather teach their own children how to act; it came from Carl, who knew how much nicer it was to think for yourself. Loudest of all it came from the court, for they knew that the king had found a way to rule the kingdom.

THE OAK TREE SCHOOL

The town of Rabbitville has a large population. There are brown rabbits and white rabbits, little ones and big. The little ones go to school, of course, and the grown-up ones keep house or are busy getting food.

The town is so large (it covers several miles of underground tunnels) and the little rabbits so numerous that the schools are many and scattered. Sometimes they are below the ground, sometimes in hollow trees above the ground.

In the town of Rabbitville there was once a teacher whose pupils had all graduated.

"Now," said the teacher, "here I am without a school. I shall have to adopt one." She flopped an ear back thoughtfully. It was a way she had. "There are any number of schools to be had," she went on, "but I am particular." She twitched her

nose. It was another way she had. "I think," she said, "I will make a tour of inspection. I can easily tell the school I want to teach. There will be certain things about it." So flopping her ears and twitching her nose, with a leap and a hop, she was off.

She was such a splendid teacher that she knew she could have any school she wanted. Not a pupil of hers was ever graduated who could not tell a cabbage from a lettuce; not one who had not learned that when danger lurks near, it is safer to stay quiet and pretend to be part of the scenery than to run. She taught the names of all the famous rabbits who had ever lived, and after the first few weeks her pupils had learned all the reading and writing and arithmetic that they would ever have any use for. Besides, there wasn't a pupil in all the Rabbitville schools who didn't wish he could have her for a teacher, her children always had such a good time. When she was pleased with something one of them did, she would give the whole school a treat — a picnic or a party or a holiday. Oh, she was a famous teacher!

Bounding over the bushes and ditches, she finally reached a school she had heard about and often thought she might adopt. The rabbits there were mischievous, but she didn't mind that. The school, however, which was in a deep hole underground, seemed to be in trouble. All the little rabbits were in a rather frightened row in front of the teacher. It seemed that some of the mischievous pupils had dug a secret tunnel to a hidden opening, by which they intended to run away and hide some day. But the secret tunnel was too near the school hole, and the wall of the room had fallen in. The floor was covered with loose earth and disorder was everywhere.

"Those who are to blame," the teacher was saying, "we shall ask to burrow out another hole."

But there seemed to be no way of finding out who was to blame. Nobody stood up.

"We cannot go on until we find out whose fault this was," said the teacher. Still no one answered.

The teacher without a school twitched her nose. She always did that when she was impatient. It was a way she had.

"I shall keep you all here," said the teacher of the ruined school, "until some one confesses."

"What a waste of time!" thought the teacher without a school. "They have lost a great deal of time already. Stupid little rabbits! They'll never get a new school if they keep this up. They ought to be burrowing this minute. I'm too busy, and time is too precious to spend it with that kind of school." So flopping her ears and twitching her nose, with a leap and a hop she was off again.

It was recess time in the school in the hollow tree. Round and round the tree the rabbits were chasing each other, or playing in groups near by. Suddenly there was a commotion and the teacher came hurrying out of the tree.

"Spotty hit Stubtail!" cried a brown and white rabbit, eager to tell the teacher.

"Well, Stubtail tried to bite me first!" Spotty answered quickly.

"I did not, it was you who threw me over first before I ever touched you!" cried Stubtail.

"Stupid rabbits!" thought the teacher without a school. "What does it matter who started the quarrel?" She twitched her nose. It was a way she had. "It's just as bad to go on with a quarrel as it is to start it. What's the use of blaming somebody else when you're just as much to blame yourself? Wasting time again! I certainly don't want this school." So flopping her ears and twitching her nose, with a leap and a hop she was off once more.

Quite discouraged at last, she stopped to rest and nibble some grass. It seemed to her that she heard rabbit voices. There must be another school near by. She flopped an ear forward and listened. She twitched her nose. "I will look into this," she thought to herself, and took a few leaps over some dried leaves.

Sure enough, a sign in rabbit language said "School for Bunnies" at the entrance.

The teacher without a school slid through the opening. There was trouble here, too, but somehow it seemed to have a different feeling to it.

A rabbit was holding his paw to his nose and eye.

"What is the matter, Pinky?" the teacher was saying.

"I got bumped," answered Pinky.

The teacher without a school twitched her nose. She always did that when she was pleased. "Listen to that," she said to herself. "Here's a rabbit who has a bump and isn't blaming somebody else for it!"

"It was my fault," broke in another rabbit. "I jumped over a stone and landed right on him."

"But it was my fault for being there," said Pinky. "Fleetfoot shouted for every one to get out of the way and I didn't move. I was eating clover."

"Well," said Fleetfoot, "I should have looked. I'm awfully sorry! What can I do, Miss Whitepaws?"

"Run quickly and get something to bathe his nose with," said the teacher. "It is bleeding." Fleetfoot disappeared.

The teacher without a school *was* pleased! Her nose twitched and twitched and first one ear flopped and then the other. It looked as though she had found the school she was looking for.

She spoke to Miss Whitepaws. "Isn't anybody going to blame anybody else?" she asked, still wondering.

"Oh, no!" answered the teacher, quite shocked.

"Oh, no!" echoed all the children.

"But why not?" asked the teacher without a school.

"What's the good?" one of the children replied. "It's probably just as much your fault as theirs; and if you own up right away, you can do something about it quickly."

Fleetfoot came back empty-handed.

"I can't find the cloth or the basin, Miss Whitepaws. Guess I'm stupid, but I looked and looked."

"Oh, my!" cried a brown bunny suddenly. "I was scrubbing with it out under the tree and I forgot to bring it in." He was off in an instant.

"There, you see?" said a rabbit. "If he hadn't owned up right off we'd have wasted no end of time hunting."

"But — but —" began the teacher without a school, "why didn't somebody else tell on the brown bunny?"

"What's the good of that?" one of the children said. "It makes you cross if some one tells on you, and if you tell on anybody else it makes you feel mean. This way makes you feel good. Besides, we never get a chance to tell on each other."

Fleetfoot and the brown bunny had returned and were bathing Pinky's nose. The teacher without a school was so excited her nose was twitching every which way.

"Why don't you get a chance to tell on each other?" she asked.

"Because we're too busy telling on ourselves!" answered three or four at once, chuckling. "Everybody makes mistakes. No good pretending they don't."

"That's just what I've always thought," said the teacher without a school. "Will you please let me adopt you? You've no idea how long I've been looking for you!"

And that is why Miss Whitepaws and her whole class now hold their sessions in the Oak Tree School, near the center. Only you'll have a hard time visiting it, for the famous Oak Tree School teacher is so pleased with her class that most of the time she's taking them off on picnics.

"They learn a great deal on picnics," she says, twitching her nose. She always does that when she tries to explain. It is a way she has.

SOMETHING IMPORTANT

Laddie had found something very important. He wagged his tail and said in puppy language, "Oh! See what I've found!"

He knew it was important for it was like nothing he had ever seen before. He walked all around it. It was important from all sides. He gave a little bark. The bark said as plainly as anything, "Everybody come here! See what I've found!"

But no one came. He went a little nearer, and then he sniffed it carefully all round. It smelled the same everywhere. He cocked his head on one side and looked at it closely. It had writing on it!

Laddie was a very bright puppy. He could tell writing when he saw it. He had heard his little master say once about some-

thing with a paper smell, "It has writing on it." Writing made a thing all the more important. Laddie wagged his tail very fast and barked a loud bark.

"Come here everybody!" the bark said. "See what I've found! It's important!"

But nobody did come there. A Bob White over the fence kept on calling "Bob White, Bob White," as if nothing had happened. Two birds in a tree by the roadside chattered as before. The mother hen in the farmyard was telling her baby chicks how to find bits of food. "Cluck-cluck-cluck-cluck," she was saying, and her chickens were answering eagerly, "Peep, peep, peep!" The mother duck in the duck pond was teaching the baby ducks to swim. "Quack, quack, quack," she was saying, and the baby ducks answered "Quack." The horses in the stable went on neighing to each other and the pigs in the pigpen went on eating.

So Laddie took the Important Thing between his teeth and trotted into the farmyard. He went first to the place where the hen and chickens were scratching.

"Look!" he barked, putting down the Important Thing. "See what I've found! It's important!"

The mother hen stopped scratching a minute to look, but she could see nothing there to scratch. So she said, "Cluck-cluck, cluck-cluck, it doesn't look important to me," and went on hunting for food.

Then Laddie went to the duck pond.

"Look!" he barked again, wagging his tail, to his friends the ducks. "See what I've found! It's important!"

The mother duck looked. There was nothing there that could teach her children to swim or to duck for bugs in the water.

"Quack-quack-quack," said the mother duck. "It doesn't look important to me," and the baby ducks echoed "Quack."

Then Laddie went to the barn.

"Look!" he barked to old Dobbin and Dolly, "See what I've found! It's important!"

Dobbin and Dolly looked. "Neigh! neigh!" they said, shaking their heads. "Such things only frighten one if they fly in one's face. It doesn't look important to us," and they went on talking to each other.

Then Laddie went to the pigs. "Look!" he barked, "See what I've found! It's important!"

The pigs took their noses out of the troughs. "H'm, h'm," they grunted. "It's too clean. It's not good to eat. It doesn't look important to us," and they went back to their eating, grunting all the while.

But Laddie was not discouraged. He put his ear to the ground, for he thought he heard something. Sure enough, it was his master Bobby coming home from school. With the Important Thing carefully held between his teeth, he bounded over the grass to the front path. Bobby was just coming through the gate. Laddie put the Important Thing at his feet and gave some little short barks.

"Look!" the barks said as plainly as anything, "See what I've found! It's important!" Bobby stopped. Laddie wagged his tail faster and faster. Now he would know what the Important Thing was and hear what the writing said.

"It's a valentine!" said Bobby surprised. "Somebody must have dropped it. But it's just like getting a valentine from you, Laddie. See what it says." He pointed to the writing in the middle of the picture. "It says 'I LOVE YOU.' Good old Laddie! I love you, too." He gave Laddie a big hug, and Laddie was so filled with joy that he gave one little sharp loud happy bark after another.

"There," the barks said as plainly as anything, "I knew it was important. It's what I've been trying to tell you all along. Now you understand!"

SECTION V

CHART FOR READY REFERENCE

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
	Objective: To help the children to form habits of coöperation with God in order to make His care effective.	Objective: (shortened) To help the children to achieve a vital fellowship with God through accepting responsibility and meeting in a Christian way opportunities for responding to need.	Objective: To enrich and control the children's religious experience by providing many and varied opportunities for them to coöperate as members of God's family.
Session 1 (Oct.)	Title: Finding Friendliness. Activity: Finding friendliness and planning for a happy year. Story: The Boy with a Lunch. Verse: The earth is full of the lovingkindness of the Lord. *Midweek:* Hike.	Title: Welcoming the New Children. Activity: Welcoming new First Grade. Story: (suggestive of possible activities). *Midweek:* Hike for room decorations.	Title: Showing Kindness to Strangers. Activity: Welcoming new children to department. Verses: O Lord, Thou art our Father. Forget not to show love unto strangers. *Midweek:* Learning to play together.

Session 2 (Oct.)	Title: What Jacob Found Out. Activity: Discovering and reviewing acts of friendliness. Story: What Jacob Found Out. Verse: I am with you and will guard you wherever you go. *Midweek:* Welcoming Party.	Title: A Boy Who Helped in the Church. Activity: Finding and practicing ways of caring for primary room. Story: A Boy Who Helped in the Church (Samuel). *Midweek:* Welcoming Party.	Title: Working Together. Activity: Planning and giving a party for new children. Playing together. Story: Building the Walls of Jerusalem. Verse: For none of us liveth to himself. *Midweek:* Welcoming Party.
Session 3 (Oct.)	Title: Stop, Look, Listen. Activity: Finding out how obedience to rules helps God to care. Story: Stop, Look, Listen. *Midweek:* Making duck families to help in sharing story of obedient ducklings.	Title: Cheerful Givers. Activity: Continuing plans for 1 and 2. Planning gift for room. Story: Cheerful Givers (to tent church in wilderness). Verse: I was glad when they said unto me, "Let us go into the house of the Lord." *Midweek:* Continuing plans.	Title: God's Beautiful World. Activity: Discovering and thanking God for his beautiful world. Story: A Shepherd Boy's Song (David). Verse: He hath made everything beautiful in its time. *Midweek:* Nature study hike.
Session 4 (Oct.)	Title: A Boy Away from Home. Activity: Making health scrapbooks to share. Story: A Boy Away from Home. (Daniel's obedience to home training.)	Title: The Message of the Bells. Activity: Continuing plans begun; discovering and practicing other ways of working at church (extension and relief).	Title: Worshiping Together. Activity: Taking part in worship of class and department. Story: The Visit to the Temple. Verse: I was glad when they

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
Session 4 (Oct.)	Verses: Feed me with the food that is needful for me. Children obey your parents for this is right. *Midweek:* Health story, discussion and scrapbooks.	Story: The Message of the Bells. *Midweek:* Planning relief for needy family.	said unto me, "Let us go into the house of the Lord." *Midweek:* Our church. Learning how it was built, how to care for it, etc.
Session 5 (Oct.–Nov.)	Title: Listening, Remembering and Obeying. Activity: Continuing discussion and work connected with God's care, his helpers, the need for our obedience. Story: David and his King. (Obedience to God speaking to David in his thoughts.) Verse: I will hear what God will speak. *Midweek:* Playing house, working on books.	Title: Thanking the Heavenly Father. Activity: Continuing previous work, planning to contribute to Thanksgiving worship. Story: (How all the people helped in the Temple's dedication service.) Verse: The Lord hath done great things for us, whereof we are glad. *Midweek:* Continuing plans.	Title: Our Homes. Activity: Appreciation of parents. Story: The Joy Family. (Doing one's share in the home.) Verse: Honor thy father and thy mother. *Midweek:* Thanksgiving plans. Gifts for parents.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
Session 6 (Nov.)	Title: Learning about God through His Helpers. Activity: Impersonating children who came to Jesus, planning to be helpers. Story: Jesus and the children. Verse: Let the children come to me. *Midweek:* Delivering health scrapbook.	Title: The Children of the Heavenly Father. Activity: Sending greetings to the children we help (mission children). Story: (Margaret's dream of world children). *Midweek:* Letters to mission school children. Trip to purchase gift for Primary room.	Title: Working Together at School. Activity: Appreciation of teacher. Learning to work with her. Story: The Boy Who Did Not Want to Go to School. Verse: Learn to do well. *Midweek:* Continuing appreciation of teachers, and Thanksgiving plans.
Session 7 (Nov.)	Title: Enough to Go Around. Activity: Planning Thanksgiving sharing. Story: Enough to Go Around. Verses: Freely ye received, freely give. Every good gift and every perfect gift is from above, coming down from the Father.	Title: Sharing the Feast. Activity: Presenting gift to room. Finding best way to enjoy Thanksgiving. Story: (How the people followed Ezra's and Nehemiah's instructions to share).	Title: Sharing Gifts with Friends. Activity: Finding out how to make our friends happy at Thanksgiving. Story: (Recall of story in Course II).

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I	Course II	Course III
	God's Friendly World	*Working with the Heavenly Father*	*Learning to Live as God's Children*
Session 7 (Nov.)	*Midweek:* Making place cards for family dinners.	*Midweek:* Preparing Thanksgiving basket. Planning to make Thanksgiving happy at home.	*Midweek:* Preparing and delivering Thanksgiving basket.
Session 8 (Nov.) Thanksgiving	Title: A Departmental Session. Activity: Joining in worship. Alternate Stories: Little Trot or The King's Thanksgiving.	Title: Thanksgiving Worship Service. Activity: Joining in worship. Alternate Class Story: (Barnabas sells his land in order to share with others).	Title: Thanking God for Good Gifts. Activity: Discussing and discovering meaning of parts of worship program, especially offering. Alternate Class Story: A Thanksgiving Gift. (Adaptation of the Widow's Mite.) Verse: God loveth a cheerful giver.
	Midweek: Pictures of Jesus and story-telling. Making up class book.	*Midweek:* Discussing Thanksgiving activities. Games.	*Midweek:* Finding out better ways of working together.

Session 9 (Nov.–Dec.)	Title: The First Christmas. Activity: Composing Christmas song, making tableaux from Christmas pictures. Story: The First Christmas. Verse: Behold I bring you good tidings of great joy. *Midweek:* Learning of the real St. Nicholas and his secret gifts, planning to play Santa Claus for others.	Title: The First Christmas. Activity: Planning for sharing Christmas joys. Story: The First Christmas. *Midweek:* Work on Christmas enterprise. Story: The Jar of Rosemary.	Title: Christmas Joys. Activity: Making plans for Christmas. Story: Iris' First Christmas. Verse: Behold I bring you good tidings of great joy which shall be to all people. *Midweek:* Work on Christmas project.
Session 10 (Dec.)	Title: The Message in the Stars. Activity: Song and gift-making. Story: The Message in the Stars. Verse: And opening their treasures they offered unto him gifts. *Midweek:* Working on Christmas tree decorations or gifts.	Title: Shepherds on the Hillside. Activity: Expanding plans for Christmas. Story: The Shepherds on the Hillside. Verses: Luke 2:8–14. *Midweek:* Playing Christmas games, working on Christmas plans.	Title: Sharing Christmas Joys. Activity: Working on Christmas plans. Story: A Story of Gretchen. *Midweek:* Christmas work.
Session 11 (Dec.)	Title: If I Had Been a Shepherd Boy. Activity: Poetry appreciation, picture study, dramatization. *Midweek:* Trimming Christmas tree and gift-making.	Title: Where is He that is Born a King? Activity: Continuing Christmas plans. Story: Where is He that is Born a King? *Midweek:* Planning Christmas basket, practicing songs.	Title: The First Christmas Night. Activity: Learning Christmas story. Story: The Birth of Jesus. *Midweek:* Preparations for Christmas party.

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
Session 12 (Dec.) Christmas	Title: Christmas Sunday. Activity: Contributing to departmental service. Class Story: This is Christmas.	Title: The Christmas Worship Service. Activity: Joining in Christmas worship. Class Story: When the Christmas Candles Shone.	Title: People of Other Lands Honor Jesus. Activity: Finding out how people of other lands celebrate Christmas; how people of other lands contribute to our Christmas happiness. Story: Bible version of story of Wise Men.
	Midweek: Playing Santa Claus — delivering secretly the filled stockings. *Alternative:* Christmas party.	*Midweek:* Christmas party.	*Midweek:* Christmas party activities.
Session 13 (Dec.)	Title: The Birds' Christmas. Activity: Re-living Christmas joys. Helping beginners with their plans for birds' Christmas. Stories: Christmas stories retold.	Title: Everywhere Christmas. Activity: Enjoying Christmas in other lands. Story: (of an Armenian child who was made happy by a gift of a child in Denmark).	Title: Living as Jesus Lived. Activity: Finding out how Jesus helped his friends. Story: Living as Jesus Lived. Verse: Whatsoever ye would that men should do unto you, even so do ye unto them.
	Midweek: Expedition to share Christmas with others.	*Midweek:* Judging value of Christmas plans.	

Session 14 (Jan.)	Title: Learning from Jesus. Activity: Reviewing Christmas joys and its meaning, studying pictures of Jesus helping the sick, making new plans for others' happiness. Stories: Imagined, of Jesus' boyhood. Verse: God so loved the world that he gave his son. *Midweek:* Starting on project for bringing cheer to sick friends.	Title: Helpers at Home. Activity: Finding out what makes a home. Story: How the Home Was Built. Verses: Do all things without murmurings. Be ye kind one to another. *Midweek:* Initiating Home Helpers' or Home Makers' Club.	Title: Obeying Our Parents. Activity: Discussing problems of obedience and reasons for obeying. Story: The Boy Jesus in the Nazareth Home. Verses: Children, obey your parents in the Lord, for this is right. Honor thy father and thy mother. *Midweek:* Recalling stories of obedience, discussing problems. Dramatizing "The Seasons."
Session 15 (Jan.)	Title: Practicing Jesus' Way. Activity: Dramatization, writing letters to absent members. Story: The Good Samaritan. Verse: Go and do so yourself (Goodspeed). *Midweek:* Continuing work on "Good Samaritan" project.	Title: Honoring Father and Mother. Activity: Plans begun in Session 14 continued. Discussing problems of obedience. Story: The Right-Away Road. Verses: Children, obey your parents. Honor thy father and thy mother. *Midweek:* Making broom holders or other gifts for mother.	Title: The City of Friends. Activity: Helping to make a friendly city. Story: The City of Friends. Verse: Golden Rule. *Midweek:* Obeying the laws of our town. Finding out about city laws — transcribing them.

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
Session 16 (Jan.)	Title: The Good Samaritan. Activity: Continuing enterprise started. Story: Bible version of the Good Samaritan. Verse: Go and do thou likewise. *Midweek:* Continuing enterprise. Expedition to deliver class loan.	Title: Doing One's Best. Activity: Finding out how a child helps best; how to treat others' property. Story: Three Bags of Money (talents). *Midweek:* Continuing Home Helper enterprise.	Title: Obeying God's Laws. Activity: Observing and reporting observation of natural laws. Story: The House with the Green Shutters. *Midweek:* Discussing problems arising from observation; story. Hike to observe nature's laws at work.
Session 17 (Jan.)	Title: His Friends Could All Depend on Him. Activity: Discussing class loan and expedition. Studying and discussing pictures of Jesus. Stories: (of Jesus' helpfulness.) *Midweek:* Plans for practicing dependability.	Title: Remembering to Say Thank You. Activity: Connecting prayer with daily experiences; prayer books begun, other plans continued. Story: Jesus and the Leper. Verse: It is a good thing to give thanks unto the Lord. *Midweek:* Work on prayer books.	Title: Asking God for Gifts. Activity: Discussion of prayer problems. Story: King David Cheerfully Gives up His Own Way. Verse: Trust in the Lord and do good. *Midweek:* Discussing prayer problems. Starting new activity for Valentine's Day.

Session 18 (Jan.–Feb.)	Title: His Mother Could Depend on Him. Activity: Discussing meaning of dependability. Preparing notes for mothers. Story: Poem — His Mother Could Depend on Him. Verse: And Jesus advanced in wisdom and stature and in favor with God and man. *Midweek:* Undertaking new responsibilities in the church school.	Title: An Errand for Jesus. Activity: Running errands discussed, other plans continued. Story: An Errand for Jesus. Verse: Be ye also ready. *Midweek:* Discussing and playing "Going on Errands."	Title: Caring for the Property of Others. Activity: Helping to care for the property of others. Story: Hans, the Shepherd Boy. Verse: Golden Rule. *Midweek:* Discussing problems of property rights. Making valentines.
Session 19 (Feb.)	Title: Returning Kindnesses. Activity: Undertaking to care for individual supplies, reporting new home responsibilities, assigning new church school duties. Planning a return surprise for second grade. Verse: Be ye kind one to another. *Midweek:* Completing plans for second-grade party, making valentines; playing "Thank You" game.	Title: Love at Home. Activity: Finding and practicing new ways of expressing love at home. Story: The Valentine Box. *Midweek:* Continuing Home Helper enterprise. Discussing problem of children's being paid for doing their part.	Title: Learning to Tell the Truth. Activity: Discussion of problems of truth-telling. Story: Abe's First Book. Verse: Speak ye every man the truth with his neighbor. *Midweek:* Dramatization of incidents or stories illustrating truthfulness. Planning a party for mothers.

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
Session 20 (Feb.)	Title: A Chance to Say Thank You. Activity: Practicing "Thank You" game; fulfilling responsibilities undertaken; finishing valentines. Story: God's First Helpers. *Midweek:* Valentine party or expedition to take "live valentines" to shut-ins.	Title: The Good Shepherd. Activity: Other plans continued. Plans for caring for pets begun. Story: The Good Shepherd. *Midweek:* Valentine party or expedition or work on Pet booklet.	Title: Learning to Tell the Truth. Activity: Continuation of Session 19. *Midweek:* Playing together. Dramatizing a story.
Session 21 (Feb.)	Title: A Guest Room on the Roof. Activity: Discussing courtesies to show guests. Story: A Guest Room on the Roof. Verse: Forget not to show love unto strangers. *Midweek:* Making welcome cards and working on class book.	Title: Isaac and the Wells. Activity: Trying to find and to practice the best ways of avoiding quarrels. Story: Isaac and the Wells. *Midweek:* The Home Helpers Play. Alternative: Games and work on scrapbook.	Title: Learning to be Brave. Activity: Discussion of heroes; finding out how to face hard situations bravely. Story: How Cedric Became a Knight. Verses: Be strong and of good courage. What time I am afraid I will put my trust in thee. *Midweek:* Considering heroes and making a roll of honor.

Session 22 (Feb.–Mar.)	Title: Guests. Activity: Practicing hospitality in class. Story: Elisha Returns a Kindness. *Midweek:* Planning pre-Easter activities.	Title: Jesus, the Friendly Teacher. Activity: Discussing teachers and reasons for rules. Making a chart of friends. Story: Jesus the Friendly Teacher. *Midweek:* Sunday activities continued, listing rules for public school and discussing reasons for them.	Title: Building Strong Bodies. Activity: Finding ways of helping God to build strong bodies. Stories: Medicine for Margery, and Four Princes in a Palace School (Daniel). *Midweek:* Continuing discussion and activity of Sunday.
Session 23 (Mar.) Pre-Easter Activities depending on date of Easter	Title: The Lily's Message (Easter Group). Activity: Learning how the flowers helped Jesus tell of God's care. Starting spring border for room. Story: The Lily's Message. Verse: Your heavenly Father knoweth ye have need of all these things. *Midweek:* Starting enterprise to spread the Easter message of God's care. (Assuming Easter to be four weeks away.)	Title: Friends at School. Activity: Plans expanded for being friendly at school; continuation of discussion of reason for rules. Story: Zacchaeus Gives Back What He Took. Verse: Even a child maketh himself known by his doings. *Midweek:* Games which friendly children play in South America. Gift-making for teachers.	Title: Keeping Our Tempers. Activity: Finding ways of keeping one's temper. Stories: How Jesus Kept His Temper; Abigail the Peace Maker. Verse: He that is slow to anger is better than the mighty and he that ruleth his spirit, than he that taketh a city. *Midweek:* Hike. Alternate: Planting a window garden.

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
Session 24 (Mar.)	Title: The Birds' Message. Activity: Learning how the birds tell of God's care. Working on border. Verse: Your heavenly Father feedeth them. *Midweek:* Continuing enterprise started.	Title: The Message of Betty's Easter Flowers. Activity: Planning ways of making other people happy at Easter. Stories: How Betty Kept Easter; The Garden that Awoke. *Midweek:* Working on Easter cards.	Title: Learning to Forgive. Activity: Finding out how we should treat those who are unkind to us. Story: Jesus Teaches How to Forgive. *Midweek:* Appreciation of spring joys and beauties.
Session 25 (Mar.)	Title: The Butterflies' Message. Activity: Finding message of the butterflies, working on border. Story: The Caterpillar's Journey. Verse: He careth for you. *Midweek:* Continuing Easter enterprise.	Title: Easter Worship. Activity: Continuing plans for sharing joys at Easter. Verses: For lo, the winter is past; the flowers appear on the earth, the time of the singing of the birds is come. *Midweek:* Plans begun in Session 24 continued; plans for helping with Easter worship begun.	Title: The Forgiving Father. Activity: Learning how ready God is to forgive us. Story: The Forgiving Father. Verses: Thou, Lord, art good, and ready to forgive. Forgive us our debts, as we also have forgiven our debtors. *Midweek:* Plans for making others happy at Easter.

Session 26 (Mar.) Palm Sunday	Title: The Children's Praise. Activity: Finishing border, learning about the first Palm Sunday. Story: The First Palm Sunday. Verses: Blessed is he that cometh. We love because he first loved us. *Midweek:* Decorating room for Easter.	Title: Palm Sunday. Activity: Work on Easter enterprise continued. Explanation of Palm Sunday. Story: Jesus Rides Into Jerusalem. *Midweek:* Reviewing memory work, completing Easter plans.	Title: New Life at Springtime. Activity: Looking for beauties of spring. Thanking God for springtime. Verses: For lo the winter is past; the flowers appear on the earth, the time of the singing of birds is come. *Midweek:* Easter egg hunt.
Session 27 (Apr.) Easter	Title: An Easter Service of Worship. Activity: Sharing with others the Easter message. Stories: (choice) The Road that Wanted to Be Beautiful; A Song of Springtime; The First Easter. Verse: This is the day which the Lord hath made; we will rejoice and be glad in it. *Midweek:* His Teacher Could Depend on Him. (Planning to undertake new responsibilities in school.)	Title: On Easter Day. Activity: Joining in worship, delivering Easter gift. Story: The First Easter Morning. *Midweek:* Easter egg hunt, making Easter cards for mission schools or taking flowers to sick children.	Title: Easter Day. Activity: Learning the meaning of Easter, completing Easter project. Story: How the Secret of Happiness was Found. A Story about Jesus. Verse: Behold, I am alive forevermore. *Midweek:* Judging former projects, selecting new enterprise.

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
Session 28 (Apr.)	Title: When Jesus Needed Help. Activity: Discussing dependability project and finding ways of doing better; finding out how Jesus kept able to go on working. Story: When Jesus Needed Help (Prayer). *Midweek:* Discussing prayer; making a prayer, applying it to everyday experiences.	Title: Jesus and Four Friends. Activity: Finding out how to care for hurt playmates. Story: Jesus and Four Friends. *Midweek:* Continuing discussion of care for hurt playmates, working on gift for sick member of the group.	Title: Jesus the Helper. Activity: Making booklets of what children are learning about Jesus. Stories: A Busy Day in Capernaum; Jesus and the Blind Man. Verses: Jesus of Nazareth . . . who went about doing good. He healed many that were sick. *Midweek:* Learning Song Story About Jesus. Working on selected enterprise.
Session 29 (Apr.)	Title: When Children Need Help. Activity: Discussing use of	Title: When the Baby Jesus Came to Church. Activity: Learning the mean-	Title: Jesus' Friends Doing His Work. Activity: Learning how to

	class prayer; planning new ways of helping. Story: The Prayer that Jesus Taught.	ing of infant dedication, working for Cradle Roll children. Story: (dedication of the baby Jesus).	carry on the work of Jesus in one's own community, especially for invalided members. Stories: Peter and John in Prison; Dorcas. Verse: Ye are my friends if ye do the things which I command you.
	Midweek: Making toys or May baskets for smaller children.	*Midweek:* Making Cradle Roll chart, discussing how little children are cared for; learning story of the flight into Egypt.	*Midweek:* Work on selected enterprise.
Session 30 (Apr.)	Title: Helping God to Care. Activity: Dramatizing story, continuing work for smaller children. Story: When a Baby Needed His Big Sister. Verse: Now we that are strong ought to help the weak.	Title: When Company Came. Activity: Finding out how to give guests a happy time, how to behave as a guest. Story: (of Eliezer's welcome in the home of Rebecca).	Title: Telling Others about Jesus. Activity: Learning why the church has missionaries, planning to contribute to missionary work of the church. Story: Philip and the Stranger. Verse: Go ye into all the world and preach the gospel to the whole creation.
	Midweek: May Day party, hike for spring flowers, or continuation of Sunday activities. Plans for Mother's Day.	*Midweek:* Planning May Day party and entertainment of guests.	*Midweek:* Making gift for mission school.

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I	Course II	Course III
	God's Friendly World	*Working with the Heavenly Father*	*Learning to Live as God's Children*
Session 31 (Apr.–May)	Title: Serving One Another. Activity: Delivering May baskets, getting ready for Mother's Day. Dramatization of Baby Moses song. *Midweek:* Planning for Mother's Day party or hike.	Title: Working in God's Outdoor World. Activity: Planning for gardens begun; plans for party begun in Session 30 completed. Story: (How God Needed Helpers in the Garden of Eden). *Midweek:* May Day party. Alternative: Caring for garden.	Title: God's Family. Activity: Finding out ways of showing friendship to persons of other races, all children of God. Story: Naaman the Syrian. Verses: O Lord, thou art our Father. You are all brothers (Moffatt). *Midweek:* Games of other countries. Discussion of pictures of world children. Work on unfinished project.
Session 32 (May) (Mother's Day)?	Title: "His Mother Could Depend on Him, Depend on Him to Speak the Truth." Activity: Entertaining mothers, discussing problems of truth-telling. Stories: Bible stories of moth-	Title: Helping to Care for Yards, Parks and Gardens in Our Neighborhood. Activity: Learning to express appreciation for parks, gardens, playgrounds, by helping to care for them. Stories: (of children who	Title: Children Who Have Come to America. Activity: Learning to treat immigrant children as children of our Father. Story: World Children Cottage. Verses: (same as 31)

	ers and children recalled. Story-poem of Session 18. Verse: Speak ye truth each one.	helped to care for a park and a garden). Verse: Every good gift and every perfect gift is from above, coming down from the Father.	
	Midweek: Practicing differentiating between true stories and play stories.	*Midweek:* Caring for the garden. Writing story about care of a garden. Posing picture "The Sowers."	*Midweek:* Finding out the many gifts we receive from other countries, writing letter of appreciation, making collection or poster of foreign articles.
Session 33 (May)	Title: True Stories and Play Stories. Activity: Reporting true incidents, discussing problems of truth-telling; picture-study.	Title: All Things Bright and Beautiful. Activity: Learning a worship song of God's out-door world.	Title: Negro Neighbors. Activity: Finding out what negroes of our community and our nation do for us and how we can help them in return. Story: Alice and Annie Mae. Verse: For none of us liveth to himself.
	Midweek: Continuing discussion and practice of preceding sessions.	*Midweek:* Former activities continued.	*Midweek:* Selecting enterprise to help toward appreciation of negro's contribution.

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I	Course II	Course III
	God's Friendly World	*Working with the Heavenly Father*	*Learning to Live as God's Children*
Session 34 (May)	Title: Different Ways of Helping. Activity: Discussing different abilities of our friends. Story: How a Shepherd Boy Helped a King (David playing before Saul).	Title: Hill Beautiful. Activity: Learning how to show care on a picnic; learning to appreciate efforts of others who care. Story: (A picnic on Hill Beautiful).	Title: African Neighbors. Activity: Learning of contributions which people of Africa make to us; planning to express friendship and helpfulness toward them. Story: The Picture Which Traveled to Africa. Verses: What time I am afraid, I will put my trust in thee. Every good gift and every perfect gift is from above, coming down from the Father. *Midweek:* Working on selected enterprise.
	Midweek: Planning new ways of sharing and helping according to abilities. Alternative: Appreciation of church auditorium in connection with Children's Day preparations.	*Midweek:* Story, games. Serving refreshments on church lawn. Former activities continued.	

Session 35 (May–June)	Title: Depending on Each Other. Activity: Coöperating in story telling. Story: Theodore's Children's Day Song. *Midweek:* Working on enterprise selected in Session 34.	Title: Friendly Care. Activity: Finding out how children can be friends with the grown-up people who live near them. Story: (realistic story, answering this problem). Verse: You must love your neighbor as you do yourself. *Midweek:* Continuing former plans; making gifts for adult neighbors.	Title: Gifts from Cuba. Activity: Learning about good things we get from Cuba, preparing exhibit, making gifts for Cuban children. Story: Ann's Birthday Party. *Midweek:* Working on World Fair or other selected enterprise.
Session 36 (June)	Title: Learning to Help Each in His Own Way. Learning from Jesus. Activity: Studying and planning to share stories of Jesus. Story: The Man at the Pool. *Midweek:* Making a scrapbook of stories or pictures of Jesus to share; work on other chosen enterprise.	Title: Child-Neighbors. Activity: Discussing problems of keeping friends with child-neighbors. Stories: A Prince and a Shepherd (Jonathan and David); Moses and the Daughter of Jethro. *Midweek:* Learning games to teach children on one's block. Making list of ways of being a good neighbor.	Title: Next-Door Neighbors in Mexico. Activity: Appreciation of Mexicans and their contributions; exhibit, work, gift-making. Story: Ramona's Story Book. Verse: You are all brothers. *Midweek:* Work on chosen enterprise.
Session 37 (June)	Title: Learning from an Old Story. Activity: Recalling former activities in which the help of	Title: David and the Son of Jonathan. Activity: Appreciation of kindnesses done by neigh-	Title: Gifts from China. Activity: Appreciation of Chinese and their contributions.

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
	all was needed, discussing the need of the help of each member of a community or family group. Story: An Important Little Girl. *Midweek:* Work on chosen enterprise. Undertaking preparation of a service of worship.	bors; discussion of ways to return favors. Story: David is Kind to Jonathan's Son. Verse: You must love your neighbor as you do yourself. *Midweek:* Making gifts for child friends.	Story: Happy Jung-Lu. Verse: For none of us liveth to himself. *Midweek:* Work on chosen enterprise.
Session 38 (June)	Title: Learning from a Letter. Activity: Recalling stories, discussing different forms of usefulness, adding to list of community helpers, planning a worship service. Story: A Letter from Paul. *Midweek:* Final preparations for service of worship.	Title: Helpers All. Activity: Discussing favors and return of favors; planning to coöperate with some institution which helps unfortunate persons. Story: Jesus and Blind Bartimæus. *Midweek:* Continuing plans made Sunday; expedition to bring cheer or relief.	Title: Gifts from Cherry Blossom Land. Activity: Appreciation of Japanese and their contributions. Story: Taku and Her Spring Babies. Verse: Same as Session 37. *Midweek:* Work on chosen enterprise.

	Title: Sharing What We Have Learned. Activity: Leading the department in a service of worship.	Title: Helpers All. Activity: Continuing enterprise of helpfulness begun in Session 38. Story: (of Jewish child who acted on the Golden Rule). Verse: Do unto others as you would that they should do unto you.	Title: What Have We Learned about Other Children of God? Activity: Completing World Fair enterprise or other exhibit. Story: Helen in New Mexico.
Session 39 (June)	*Midweek:* Exhibit, party, or other program to share group experiences with friends.	*Midweek:* Work on enterprise chosen.	*Midweek:* World Fair project completed, exhibits open to visitors. Alternate: Party or picnic.
Session 40 (July)	Title: Getting Ready for Vacation. Activity: Discussing vacation situations; imagining Jesus' boyhood trip, planning to "share" vacations. Story: A Story that Might Have Been. (The boy Jesus' first trip to Jerusalem.)	Title: The Heavenly Father's Children. Activity: Appreciation of Jesus as one who showed God's love for all children. Planning to share favorite stories, songs and games with children of other races. Story: (of Jesus and the children). Verse: O, Lord, thou art our Father.	Title: Our Flag in Other Lands. Activity: Finding out how America is helping God in contributions to other lands. Story: Fourth of July in Czechoslovakia. Verses: Bear ye one another's burdens and so fulfil the law of Christ. Blessed are the peacemakers for they shall be called sons of God.
Session 41 (July)	Title: Finding Summer Secrets. Activity: Appreciation of nature objects, expedition in	Title: Children of the Reservation. Activity: Planning to express friendliness toward Indian	Title: Happy Summer Days. Activity: Continuing last Sunday's problem; discussing how to have a good time

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
	search of hitherto unnoticed beauties.	children and carrying out plans.	during vacation; starting vacation book to record experiences.
Session 41 (July)	Stories: Recall of Jesus and the Flowers (23); Finding New Secrets (Folder).	Story: (of the starting of church services for Indians on the prairie).	Story: The Song that Traveled.
	Verse: God giveth us richly all things to enjoy.	Verse: Same as Session 39.	Verse: In the beginning God created the heavens and the earth.
	Title: Singing Praises	Title: In Old Japan.	Title: Happy Summer Days at Home.
	Activity: Appreciation of nature's beauties through observation or making blue prints; spontaneous praise leading to making a "psalm" or song of praise.	Activity: Working on scrapbooks, wigwam banks; appreciation of songs and games of Japanese children, making plans for this class to share its pleasure in the Japanese.	Activity: Finding out how to spend a happy vacation at home and how to help others to be happy. Planning hike or picnic. Examining grasses and flowers under a miscroscope.
Session 42 (July)	Story: When the People Felt Like Singing. (Possible origin of group psalm singing.)	Story: The Candy Vendor.	Story: The Holiday (imaginary story, — how the boy Jesus might have spent a holiday).
	Verse: Sing unto him, sing praises unto him, talk ye of all his marvellous works.	Verse: Same as Session 39.	Verse: Be content with what you have.

Session 43 (July)	Title: When We Have Visitors. Activity: Appreciation activities continued; finding ways of showing hospitality. Stories: Recall of A Guest Room on the Roof; When Charles Had Visitors (Folder).	Title: In the Land of Kites. Activity: Continuing use of stories, songs, games of Indian and Japanese children, cultivating friendly appreciation for Chinese children, their stories, songs, games and riddles. Story: What the Watermelon Poster Said. (Health in China.)	Title: Our Town and Community. Activity: Finding out why our town and community is a good place in which to live. Story: How Our Town Was Built (story of beginning of local community); recall of Building the Walls of Jerusalem. Verse: For none of us liveth unto himself.
Session 44 (July–Aug.)	Title: Sharing Discoveries and Worshiping Together. Activity: Decorating room with nature treasures, leading others in praise of God's beautiful gifts. Story: When Hester Saw the Sunset (Folder). Verses: Same as in Sessions 41, 42.	Title: In Alaska. Activity: Continuing activities of other weeks; appreciation of Alaskan children as children loved by one Father. Story: Bringing Medicine to Nome. Verse: Go to the whole world and proclaim the good news (Goodspeed).	Title: The Guardian of our Town. Activity: Continuing enterprise of Session 43; finding out how God protects us from dangers. Story: Abraham and the Robber Kings. Verse: Love never faileth.
Session 45 (Aug.)	Title: When We Are Visitors. Activity: Finding out what children can do to help God make vacations happy. Discussing behavior as guests.	Title: Summer Joys. Activity: Starting a vacation book or other enterprise to share summer experiences with another group. Find-	Title: Helping to Build a Healthy City. Activity: Continuing enterprise started; finding out how children can coöperate

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
Session 45 (August)	Stories: (of Jesus as a guest).	ing out how to be helpful during vacation. Story: (of the friends who helped Jesus by sharing a boat).	in health program of community. Stories: A Busy Day in Capernaum; Recall of Jesus and Four Friends — Course II. Verses: He healed many that were sick. Bless the Lord . . . who healeth all thy diseases.
Session 46 (Aug.)	Title: Remembering — Away from Home. Activity: Continuation of last week's activities. Stories: Recall of A Boy Away from Home (Daniel); Doing as They Pleased.	Title: A Summer Song of Worship. Activity: Memorizing a song of summer; carrying out plans begun; planning for a picnic. Story: (on the folder, of some children who took a picnic to a sick child).	Title: The City Beautiful. Activity: Continuing enterprise; finding out how to make our town beautiful, making plans to coöperate. Story: The Yard That Was Beautiful. Verse: Thou hast made summer and winter.

Session 47 (Aug.)	Title: Showing When We Are Pleased. Activity: Learning that appreciation of others' work for us makes them happy; thanking the superintendent. Story: The Kitten that Purred When It Was Pleased. Verse: A glad heart makes a cheerful face (Moffatt).	Title: Remembering God Cares. Activity: Carrying on plans begun, judging picnic experiences, remembering God's care and recalling verses about it. Stories: (realistic story of children going to a new vacation place); Folder Bible story; Water on a Journey. Verses: (connected with God's care).	Title: God's Wonderful World. Activity: Observation and appreciation of beauties in nature, learning more about God's world; thanking him. Stories: (recalled). Verses: Thou hast made summer and winter. He hath made everything beautiful in its time. I will give thanks with my whole heart.
Session 48 (Aug.–Sept.)	Title: "For Our Happy Holidays, Father, We Thank Thee." Activity: Appreciation of vacation helpers through (1) a service of worship, (2) gift-making. Verse: I will give thanks unto the Lord.	Title: Learning to be Friendly. Activity: Discussion of stories in folder; continuing plans begun. Stories: (to start discussion and to illustrate verse). Verse: Forget not to show love unto strangers.	Title: Flowers of the Field and Garden. Activity: Learning more about flowers which grow about our homes; collecting flowers for examination and study of parts. Verse: Consider the lilies of the field how they grow; they toil not, neither do they spin.

CHART FOR READY REFERENCE

Read *down* to get continuity in each course.
Read *across* for activities of three grades in a given session.

	Course I *God's Friendly World*	Course II *Working with the Heavenly Father*	Course III *Learning to Live as God's Children*
Session 49 (Sept.)	Title: What It Means to Pass. Activity: Finding out what promotion means, starting on review of year's experiences through class book and pictures. Story: How Jesus Advanced in Wisdom and Stature (Folder). Verse: And Jesus advanced in wisdom and stature.	Title: At School — New Children. Activity: Sharing vacations of returning children, making plans for fall. Connecting story pictures with ways of treating new children. Stories: (recalled through pictures). Verses: (nature verses to connect with children's vacations); Forget not to show love unto strangers.	Title: How Flowers Make Seed. Activity: Learning more of the flowers and how they make seed; learning more about God's laws for the renewal of life. Story: Gold Dust.
Session 50 (Sept.)	Title: Remembering What Has Been Learned. Activity: Continuing review of year's activities interpreted by verses and Bible stories; planning this class' share in the promotion program.	Title: Plans for the New School Year. Activity: Discussing school problems; how to be friendly to teachers; why rules are necessary; how to show appreciation; care of property. Story: The New Book.	Title: Getting Ready to Be Juniors. Activity: Planning for Promotion Day program. Stories: (in review). Verses: (in review).

Session 51 (Sept.)	Title: Looking Forward to Welcoming the New First Grade. Activity: Continuing review, learning welcome song for new first grade. Story: The Children Who Wished They Could Show Jesus Their Love. Verses: Hospitality verses learned during the year.	Title: Love One Another. Activity; Recalling and evaluating friendliness expressed at beginning of last year; planning how to express it to new first grade; connecting friendly acts with Jesus.	Title: Getting Ready to Be Juniors. Activity: Continuing enterprise of Session 50.
Session 52 (Sept.)	Title: Promotion Day. Activity: Welcoming the newcomers; taking part in the promotion program.	Title: Planning for the New Year. Activity: Continuation of Session 51. Completing plans. Taking part in promotion program.	Title: Promotion Day Program for the Department. Activity: Taking part in promotion program.

THEOLOGY LIBRA
CLAREMONT, CAL
A/10